SAFETY Education

APRIL
1950

Two Sections • Section One

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 20 N. Wacker Drive Chicago 6, Ill.

NED H. DEARBORN, president, National Safety Council

WAYNE P. HUGHES, director, School and College Division

JOHN W. STUDEBAKER, vice president for schools and colleges, National Safety Council.

School and College Conference, 1949-50

JOHN J. AHERN
DOROTHY AINSWORTH
WALTER A. ANDERSON
W. W. BAUER
NORMAN E. BORGERSON
RUTH A. BOTTOMLY
JOHN L. BRACKEN
EARL H. BREON
PERCY BUGBEE
FRANCIS S. CHASE
ZENAS R. CLARK
PRUDENCE CUTRIGHT
WALTER A. CUTTER
L. H. DENNIS
GILBERT H. DUNSTAN
MARIE DYE
MRS. GLADYS T. EDWARDS
CLYDE A. ERWIN
RUTH EVANS
LOWELL B. FISHER
ARTHUR K. FLANAGAN
T. ALFRED FLEMING
EDGAR FULLER
MRS. J. J. GARLAND
GORDON C. GRAHAM
GRACE M. GRIFFIN
JAMES J. GRIFFIN
RALL I. GRIGSBY
THOMAS J. HIGGINS
RALPH A. HOWARD
DE WITT HUNT
HEROLD C. HUNT
HAROLD K. JACK
STEPHEN JAMES
GEORGE JENNINGS
MRS. FRED W. KNIGHT
HAROLD F. LILLIE
FORREST E. LONG
WORTH McCLURE
PAUL A. McGHEE
JAMES W. MANN
BURTON W. MARSH
AUSTIN R. MEADOWS
CHARLES A. MILLER
HARRY E. NEAL
HARRY E. NESMAN
MAURICE G. OSBORNE
M. R. OWENS
MALCOLM PRICE
A. H. PRITZLAFF
GEORGE H. REAVIS
PETER B. RITZMA
N. O. SCHNEIDER
HERBERT J. STACK
MARLAND K. STRASSER
JOHN W. STUDEBAKER
RANDALL C. SWANSON
N. E. VILES
MABLE R. WALTER
WILLIAM E. WARNER
WALTER R. WILLIAMS, JR.
MARY MAY WYMAN
GEORGE F. ZOOK

SAFETY EDUCATION

Volume XXIX
No. 8
Section One

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

BEATRICE BECKETT, *Editor*
C. H. MILLER, *Advertising Manager*
BILL ANDREWS, *Editorial Director*

CONTENTS

Cover Picture—Life in the country is pleasant and refreshing for everyone. When handling animals be sure to treat them gently and safely—thus avoiding injury to yourself or to the animal.

Wanted: Uniform Accident Measurement—Rupert N. Evans 1
Howdy Doody for Safety 5
Newspapers Can Make Our Job Easier!—Millard Harmon 6
Toward Better Driver Education—Laverne A. Brooks and Maurice R. Aherns 8
Take Care Within!—Jennie Spadafora 10
Is Your Home Danger-Proof?—Thomas Fansler 11
The Safety Bulletin—Edwin Gideon 15
Visual Traffic Aids for the Blind—E. R. Awrey 16
Safety Signposts from Britain 20
Saturday Safety Clinics—Alexander Georgiady 22
Safety and Health—David Star 31

Departments

Data Sheet No. 44—Hook and Line Fishing 17
Lesson Units 23
Views and Reviews 32
Safety Notes 34

SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors' Section
Chairman: **GORDON C. GRAHAM**, Supervisor of Safety Education, Public Schools, Detroit, Mich.

Elementary School Committee
Chairman: **JAMES W. MANN**, Principal, Hubbard Woods School, Winnetka, Ill.

Secondary School Committee
Chairman: **PETER B. RITZMA**, District Superintendent of Schools, Chicago Public Schools, Chicago, Ill.

Higher Education Committee
Chairman: **MALCOLM PRICE**, President, Iowa State Teachers College, Cedar Falls, Iowa.

Driver Education Section
Chairman: **N. O. SCHNEIDER**, Director, School and College Division, New Jersey State Safety Council, Newark, N. J.

School Transportation Committee
Chairman: **MAURICE G. OSBORNE**, Chief, Bureau of Field Services, State Dept. of Education, Albany, N. Y.

School Plant Planning Committee
Chairman: **THOMAS J. HIGGINS**, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Standard Student Accident Report Committee
Chairman: **ZENAS R. CLARK**, Adm. Asst., Wilmington (Del.) Public Schools.

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 20 North Wacker Drive, Chicago 6, Ill. Entered as second class matter, September 13, 1939, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright, 1950, by the National Safety Council. Printed in the U.S.A. Subscription price $3.00 a year. Reduced prices for quantity orders.

Uniform Accident Measurement

by RUPERT N. EVANS

IN RECENT years, various professional magazines have featured numerous excellent articles dealing with safety in the school shop. Suggestions for improving the safety conditions of various types of work are frequent. Numerous illustrations depicting safe operation and adequate guarding have been noted. Outlines of methods for securing student participation, and organizational setups including student safety inspectors and safety committees have been noted.

Almost every shop instructor will agree that this emphasis on safety is desirable. In fact, many instructors are now including some mention of safety in their course objectives. Regardless of the primary emphasis of the subject matter field, the understanding of the principles of accident prevention and their application in that particular field of study are necessary. And certainly, one of the best ways of teaching safety is to practice it every day in the school shop.

The ultimate goal of safety work is the elimination of accidents, with the definition of an accident being "any occurrence that interrupts or interferes with the orderly progress of the activity in question." (Blake, R. P. and others, *Industrial Safety*, Prentice-Hall, New York, N. Y., 1943, p. 42.) You will note that, according to this definition, it is very possible for accidents to happen without resulting in a first-aid case or a disabling injury. However, it is certain that if accidents are diminished, first-aid cases, disabling injuries and deaths will also be diminished. And, since it is almost impossible to determine the number of accidents, it is usually necessary to record the number of disabling injuries, apply this number to a formula and call the result the "accident" frequency rate.

One of the great weaknesses in accident prevention in the school shop seems to be that there is no adequate method of measuring injury or accident frequency in general use in the industrial education field. Every program now in operation, no matter how efficently organized, has accidents, since we have not reached an accident-free Utopia. Undoubtedly, many instructors, recognizing this fact, feel that their shops are relatively safe, when actually they are having many more accidents than the average. Similarly, in larger schools with several shops, there may be a surface appearance of uniform safety performance, while one or more of the laboratories in reality has two or three times as many accidents as the average.

A very, very few articles have shown an interest in quantification of accident facts. Max P. Henig in *Safety in the Vocational School*, as quoted in *Safety Education in the School Shop* (National Safety Council, Chicago, Ill., 1948) reports that "more accidents per pupil occur in the shop than in any other school building activity." Dr. Wayne P. Hughes, quoted in the same National Safety Council publication, gives data on accident frequency as related to twelve different variables. However, what the school shop teacher and administrator need is some adequate measure of their over-all safety record for safety contests, for intra-departmental comparisons, for comparison of their school with others, and for evaluating the success of innovations in safety procedure.

For a good many years, safety engineers in industry have had such a method for evaluating the safety performance of various departments in their plants and of comparing one plant with another. This measure, called the "frequency rate," is based on the number of disabling injuries and the number of man-hours worked. This is the formula:

MR. EVANS is graduate assistant, trade and industrial education, Purdue university, Lafayette, Ind.

$$\text{Industrial Accident Frequency Rate} = \frac{\text{No. of disabling injuries x } 1{,}000{,}000}{\text{Total number of man-hours worked}}$$

A disabling injury may be defined roughly as an injury "causing disability for at least 24 hours beyond the end of the shift on which the injury occurred." The American Standards Association provides a more exact definition in their "American Standard Method of Compiling Industrial Injury Rates."

Naturally, if this formula could be used in figuring school shop accident frequency, it would be desirable from the standpoint of uniformity. The thing that made this author question it was that, in two years of teaching in a vocational machine shop program, there was not a single lost time accident. In fact, when the matter was checked with the director to see how our shop stood in relation to the other shops in the school, he had to go back more than *12 years* to find a single lost time accident in the whole industrial department. And this was in the sixth largest high school in Indiana. Did this mean that we didn't have accidents? Not at all. In fact, the school nurse accused us of wasting first-aid supplies, since we used so much. Yet for 12 successive years the accident frequency (and the accident severity) record for each of the 11 school shops had been zero.

The next question that came up was, "Are we different? Or have we been lucky?" None of the national organizations concerned with school shop safety could supply any fig-

Figure 1.

ACCIDENT DATA FOR FOUR INDIANA HIGH SCHOOLS FOR FIVE YEARS*

* For the purpose of computing the accident frequency rate in this table, a disabling injury has been defined as an injury which causes the pupil to miss time from the shop class in which he was injured beyond the shop period during which the accident occured. Class time spent in first-aid rebandaging is not counted as lost time in accordance with industrial practice.

School	Avg. No. of Shop Students	Hours per Week	Weeks per Year	Student-Hours in 5 Years	No. of Lost Time Accidents	Accident Frequency Rate
A. Ind. Arts	114	5	38	108,300	0	0
Vocational	146	15	38	416,100	0	0
B. Ind. Arts	100	5	36	90,000	0	0
Vocational		NONE				
C. Ind. Arts	40	5	38	38,000	0	0
Vocational	64	15	38	182,400	2	10.9
D. Ind. Arts		No Record				
Vocational	32	15	38	91,200	0	0

Figure 2.

ACCIDENT DATA FOR FOUR INDIANA HIGH SCHOOLS FOR FIVE YEARS BY SHOPS

Type of Shop	Avg. No. of Students	Student-Hours in 5 Years	No. of Lost Time Accidents	Accident Frequency Rate	Comparable Industrial Rate, 1947
INDUSTRIAL ARTS					
Machine Shop	18	17,100	0	0	15 to 25
Drafting	22	20,900	0	0	?
Woodwork	50	45,000	0	0	29 to 56
General Shop	164	153,300	0	0	?
VOCATIONAL					
Machine Shop	86	245,100	1	4.1	15 to 25
Drafting	52	148,200	0	0	?
Auto Mechanics	24	68,400	0	0	18
Woodwork	15	42,750	0	0	29 to 56
Printing	35	99,750	1	10.1	9 to 10
Pattern Mkg.	30	85,500	0	0	?

ures on accident rates to help us, and when contact was made with several directors of industrial education, a part of the reason for this became apparent. Most schools just don't keep accident records. Before one blames school administrators for this laxity, however, consider the records, as shown in figure one, kept by four Indiana high schools.

Analyzing Records

Here are four high schools which have been working on school shop safety. They have tried conscientiously to keep adequate records. Yet when you analyze these records according to industrial standards, three out of four appear superficially to be perfect, while the remaining school had to wait five years before getting an estimate of the accident frequency rate. Of course these vocational directors know that their accident record is actually far from perfect, but the point is that industrial accident analysis doesn't show them anything—in fact it makes things look better than they really are.

Now let us look at this matter from another viewpoint, as shown in figure two, determining the accident frequency rate by shops.

Admittedly the data presented in these two charts are inadequate statistically, but they are all that this author has been able to discover. The relative absence of disabling injuries may be partially explained by:

1. These schools have kept records, hence probably have better than average safety programs.
2. Accident exposure may be less than that shown, because of lecture periods and other nonshop activity.
3. The accident facts may not have been reported accurately to the administrator.

Another point to consider is that the average class of 24 industrial arts students, meeting 5 hours a week, 38 weeks a year, can work for 5 years, piling up 22,800 student-hours without an accident, and then have its accident frequency rate jump to 45 with one lost time accident. This sort of computation

An accident-free school shop should be well planned, safely laid out, carefully supervised, and the good instructor should pay special heed to teaching his students safe habits and operations.

seems pointless for the person who wants to compare accident records within any reasonable length of time.

The next question is "What can be done to help in the evaluation of school shop accident records?" There are the following possibilities:

1. Don't bother to give a quantitative expression of the rate of accident frequency. (This is the way most schools handle the problem now.)
2. Report only in larger units, such as by whole high school industrial departments.
3. Change the definition of a disabling injury to include more cases.
4. Instead of "disabling injuries," use some measure of accidents, such as "first-aid injuries" which occur more frequently.

It would be of no value merely to change the multiplication factor in the industrial accident frequency formula, since it would still take as long to accumulate enough accidents to give a stable index.

The common method, number one above, is justified only because there is now no adequate single quantitative expression of school shop accident frequency rates. However, it should not be thought that this precludes grouping first-aid accidents, disabling accidents, and "near miss" accidents according to type, cause, etc., and using this data to eliminate the causes. George Silverwood in "Figures Don't Lie," in Feb. 1949, SAFETY EDUCATION magazine, gives some excellent examples of the way in which such tabulations can be used to good effect. If this method were used as fully as Mr. Silverwood describes it, the only additional value of a single accident frequency figure would be for over-all comparisons.

Method two has the disadvantage of too broad a coverage, making it difficult to pin down the increase to a particular shop, or to give credit to a particular group for outstanding safety performance. There is the further disadvantage that perhaps only the 10 largest departments in any particular state could use it advantageously. (Remember the school that went 12 years without a single disabling injury.)

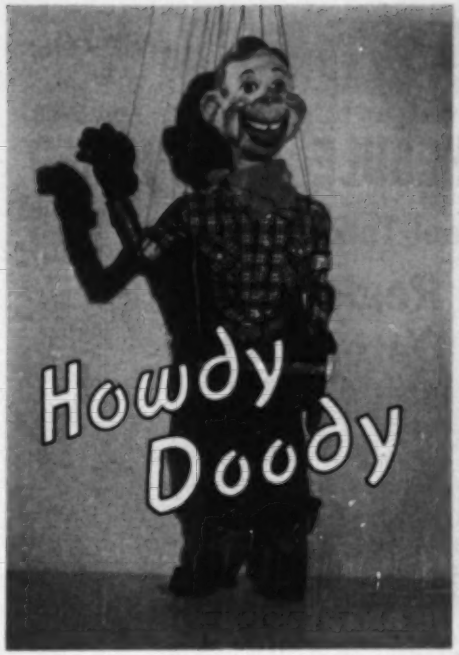
Method number three, changing the definition of a "disabling injury," could easily cause confusion with the definition now in use in industry. Perhaps, however, a national safety group could establish the revised definition and give it another name, which would be generally accepted. Even such a change as this would probably afford only partial relief for the industrial department with relatively few students.

The fourth method also has obvious disadvantages. Several studies have indicated that workers who have frequent first-aid injuries are often not the same workers who have frequent disabling injuries. In industry, it has been found that when first-aid injuries are counted in the plant safety records, workers frequently conceal minor injuries in order to make their departmental records look better. Naturally this results in more infections. A third difficulty is that minor scratches and cuts are often caused by factors which are harder to control than those which cause disabling injuries.

In addition to the use of the accident frequency rate for comparison of one group with another, it may be used for comparing present safety conditions with past safety conditions in the same shop. A typical comparison might be made before and after a system of tabulation of accidents by type, and elimination of apparent causes for the most frequent injuries. Suppose that such a procedure was put into effect on November 1. To see if these measures have been effective, compare your October frequency rate and accident tabulation with November's, and see if there is a decrease. Other uses of the school shop accident frequency rate operate in similar fashion.

It would be a fine thing if this method of computing accident frequency rates from first-aid injuries could be presented as a tried and true solution to the needs of the school shop accident program. However, this is not the case. It needs to be tested and perhaps supplanted by a better method. The point is that industrial education badly needs a *workable, uniform* procedure for computing school shop accident frequency rates. If this article has served to arouse interest in the peculiar problems of school shop accident determination, it will have been worth while. Comments on the adequacy of this or other plans for accomplishing this purpose are solicited.

Industrial education, while it has a fine safety record even now, can do still more to make its laboratories safe, and to send its students out better qualified for good vocational safety records. A uniform method of accident rate determination can serve to further the achievement of that goal.



for Safety

WHEN Howdy Doody, television's puppet Pied Piper, ran for president of the Kids of America, the producers of the program suddenly became aware of the fact that this combination of wood, strings and personality has a tremendous influence on the thinking of the bubble-gum set. It seems that Bob Smith, Howdy's creator and alter ego, made two announcements that an "I'm For Howdy Doody" button could be obtained by a written request. Within a week, a harassed NBC staff was faced with a mountain of mail exceeding 60,000 requests. At this point, Smith and his staff decided that anything capable of getting the ear of such a myriad of moppets should be put to good use, and what better purpose than safety.

In working out the strategy for selling safety to his youngster fans, one fundamental principle was kept in mind. Simply, that if you lecture a child, you'll get a bored yawn; if you entertain him, there is no limit to his attentive and retentive reaction.

First, the appalling problem of traffic accidents was focused on. Any number of means to increase their safety in traffic consciousness were investigated and rejected. Finally, the answer was found in the children's love for singing. It is certainly gratifying to watch 35 youngsters lustily singing, in the studio peanut gallery, a specially composed song, "You Don't Cross the Street With Your Feet (You Cross the Street With Your Eyes)." It is even more gratifying to think of the thousands of youngsters singing their way to safety in front of television sets throughout the country. Next to singing, knee-high preferences run to games. Hence, a game with a traffic light substituted for the proverbial "Simon Says" was featured on the program.

At this point, the staff contacted various organizations for suggestions and co-operation on the campaign. The Bicycle Institute of America co-operated with the selling of greater safety for young bicyclists by providing a pint-size bicycle on which Howdy Doody could demonstrate safety precautions in a manner that both impressed the youngsters, as well as bringing forth gleeful shrieks of enjoyment.

Various stunts between Howdy Doody and the mischievous Clarabell serve to demonstrate fire prevention. On this project, a film from the National Board of Fire Underwriters was obtained, for, after all, movies also rate high on any child's priority list. Recently, spot announcements from the National Safety Council have been incorporated subtly into the program's format.

As Howdy Doody gets more and more popular, more and more youngsters are effectively propagandized in a safety-consciousness direction. Bob Smith sums up the Howdy Doody program attitude in this statement, "If one child is saved by remembering something that Howdy Doody told him, then all our efforts in this direction are more than justified."

The News-Tribune
NEWTON
EVENING SCHOOL SCHEDULE ANNOUNCED
Mediator Optimistic As Steel Talks Continue
Wide Choice Of Subjects Is Afforded
Registration
Dates Listed
Hearing Set For Monday On Parking
Two Natick Youths Arrested, Admit 17 Breaks, 3 in Newton
Family of 4

NEWSPAPERS can make our job Easier!

by MILLARD HARMON

DOES the influence of your safety program reach beyond the walls of your school into all corners of the community? It is quite possible for this to happen if the aid of local newspapers is used to the fullest advantage, and the end result is apt to be a much safer community.

Early this school year our safety patrol was organized and all ready to go. One thing remained to be done—badges and belts had to be passed out to the patrol members. Most schools make this a special event, and, since we were no exception, an assembly was planned. The police department was to send over considerable safety material with its very able safety officer, and the director of safety for the city would be on hand.

Up to now everything was progressing normally, but at this point a new angle was brought in. How about inviting the newspapers to attend our program? Newspapers are always on the lookout for big news that might happen around the school—a graduate that returns after becoming well known, the writer of national renown that speaks to the P.-T.A.—but would they be interested in the everyday things that are carried on in a school?

Past Experience

My past experience indicated that it made no difference whether a newspaper is called in an official or unofficial capacity as long as news is the criteria of the call. A call was made, and it took only a few minutes of verbally dressing up our program to convince the city editor we had something that should be covered by his newspapers. The end result? The program was covered by all three local papers—complete with pictures (one of which was on the front page the next day).

MR. HARMON is in charge of the Safety and Health program at the Peirce school, West Newton, Mass.

With the promise of coverage the program itself improved. Parents were invited, and we had the chief of police and an alderman drop in to lend emphasis to our request that all join in making the coming school year as safe as possible.

Since this first assembly, very amiable relationships have been carried on with the local press. They have been quick to cover Thanksgiving, Christmas and similar programs. Looking back to the beginning of our extended work with the press, which a local editor says is the first arrangement of this kind he has seen, there are several questions that might come to mind:

Why Press Coverage?

Question—Why should a school work for press coverage? Shouldn't a school be willing to do a good job within its own walls and having done this, forget any attempt to expand its influence outward into the community?

Answer—Children are very pleased to see themselves, their teachers and their school written up in the newspaper. They will be less likely to cross streets at the wrong spot, not wait for lights, etc. when they have an article pinned to the bedroom wall in which the Transcript says that the student body, "promised to work together to make this coming school year as safe as possible." Not only that, but parents become aware of the efforts of the school when circulated in this way. And last, but not least, there is the increase in pride gained by parents, pupils and teachers alike in seeing their school activities written up well.

Are They Interested?

Question—Are newspapers interested in the everyday activities of your school?

Answer—Generally speaking, most newspapers have plenty of room for interesting copy, and by and large, it is your ability to make your everyday activities just a little bit different that will bring extra newspaper space. If your program is a little unusual it's not surprising to find that you may have very complete coverage—photographers and all. On the other end of the scale is the situation where you are asked to write up the story yourself and send it to the paper. One thing to remember—don't be unhappy if the press men do not show up after telling you they planned to cover your story. It is always possible that at the last minute a local fire or accident will warrant the attention of the press a bit more than your play on "Columbus Discovers America."

Calling the Press

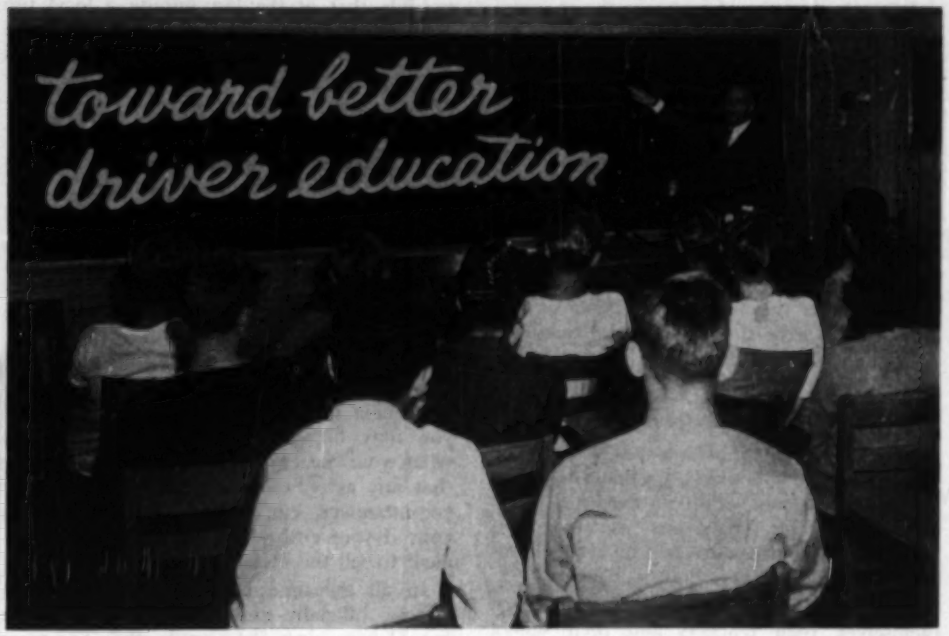
Question—How do I go about getting press coverage for my activities at school?

Answer—Call the phone number of a local paper, which is easily found in the phone book, and ask for the city desk. When you get the city desk you will probably be speaking with the city editor who is responsible for the local news that goes into the paper. You might say, "This is Mr. _____ of the _____ school, and we have a program next Wednesday morning at 10:45 that you may be interested in." Then explain what your program will be and remember that any activities, no matter how simple or commonplace, can be made into interesting copy if your enthusiasm as a teacher is sufficient to sell the idea to the city editor.

In all the time I have been calling city editors, officially and unofficially, not once have I been given the "brush off." The press realizes the tremendous public appeal educational material has in a nation so full of parents. Newspapers can make our job easier, especially when we are concerned with safety, for safety is a community project. A newspaper can take what we say and do to the farthest corners of a community and a cooperative program between the press and schools results in benefits to all.

Most newspapers have plenty of room for interesting copy. It is your ability to make everyday activities just a little bit different that will bring that extra publicity for your school safety program.

toward better driver education



by LAVERNE A. BROOKS and MAURICE R. AHERNS

FOR a number of years, the Denver Public schools have placed considerable emphasis on safety education. In recent years increasing concern has been felt for the multitude of problems related to pedestrian and driver safety. For this reason, attempts have been made to include curricular experiences in the instructional program to assist youths in developing attitudes, skills, habits, and ways of thinking which will help them to meet successfully the many situations and problems involved in pedestrian and driver safety.

Unit Developed

In the Denver secondary schools a minimum of one period of the school day, from seventh through tenth grades, is provided for consideration of problems — personal, personal-social, civic, and economic—which are meaningful to the pupils. This class is called general education and is comparable to courses in other communities entitled core, basic living, or common learnings. It is required of all pupils.

In the general education course, teacher and pupils plan together to identify problems meaningful to the young people in the class. Over a period of one year, certain major problems have recurred so frequently that they have become constants. Among these are problems related to pedestrian and driver education.

The Colorado laws permit youths to drive at the age of 16, and, since most of our pupils reach the age of 16 in tenth grade, the instructional unit in driver education is taught at this grade level. There is no course of study to limit teachers as to how they teach the unit. Rather, teachers and pupils are given freedom to develop the unit around problems of concern to the pupils. It follows that the content of the unit varies from class to class.

Two Aspects of Unit

The driver education unit has been taught in our senior high schools during the past six or eight years. Until two years ago this unit lacked the most important practical application, that of driver training. Now, in each of the five high schools, a dual-control car, with a fully trained instructor, is in use six hours per day, to supplement and make

MR. BROOKS is supervising teacher, department of instruction, Denver (Colo.) Public schools, and MR. AHERNS was formerly director of instruction, Denver Public schools.

more meaningful the classroom work. Thus, while there are two aspects to the unit, one involving classroom instruction and the other stressing driver training, the work is very closely correlated.

Driver Training

At least two teachers in each school have taken special courses in preparation for giving driving instruction. In addition, most of these teachers have had at least one refresher course. This training was provided through co-operation of the University of Denver and the American Automobile Association and its local affiliate, the Rocky Mountain Motorists club. The Denver Board of Education paid tuition for participants and provided substitute teachers so that they could conveniently be away from their classrooms.

The driving instruction adheres rather closely to suggestions provided by the American Automobile Association. Although not all pupils in the tenth grade can be given driver instruction, it is agreed that the training should not be diluted in order that more pupils may be trained.

Since only one dual-control car is available in each school, methods for selecting pupils for the training have developed. These methods vary from school to school. An attempt is being made to employ objective criteria in selecting pupils who most need the driving experience.

In-Service Program

Teachers of general education classes are drawn from almost all subject matter fields. This, coupled with the fact that most teachers have little or no pre-service work in safety education, especially in driver and pedestrian education, has made it essential to provide an effective in-service education program. Teachers who have taught the unit have often expressed feelings of inadequacy in helping pupils to deal with problems which have emerged in planning the unit. For these reasons an in-service program which focused on two activities has been developed.

First, opportunity was provided the teachers of the unit to meet together on school time for the purpose of planning. Whenever this was done a marked improvement was evident in the unit as it developed in the classroom. However, there was still a feeling that more help was needed in background, methods, procedures, and resources.

In the spring, this matter was discussed with representatives of the Rocky Mountain Motorists club and Amos E. Neyhart, consultant for the American Automobile Association, and a plan was developed for a workshop to be held in December. The plan included releasing 48 Denver teachers from their classrooms to spend two full days with Dr. Neyhart in exploring problems, methods and resources in teaching a unit in driver education. In order that group processes could function to the maximum, two groups of 24 members each were formed, each having two full days with the consultant.

Complete psycho-physical testing equipment was set up, and teachers learned to operate and use such testing devices. Wide use was made of printed materials and audio-visual aids. Resource persons from the city police department, the state motor vehicle department, and the city traffic planning department were utilized.

A follow-up evaluation indicates that this has been a most valuable experience for these teachers. There was unanimous feeling that they had greatly improved their skills in teaching the unit. In addition, development of enthusiasm and confidence in teaching the unit was evident from their responses.

Summer Workshop

Each summer the Denver Public schools sponsor a workshop in co-operation with the University of Denver.

Follow-up Studies

There is much evidence to show that the program of driver education in Denver senior high schools has improved steadily during the past two years. It is recognized that an evaluation of the effectiveness of the program should include a follow-up study to discover such information as the incidence of accidents, both pedestrian and driver, among those who have taken the course, the number of traffic violations, and other important data. In several schools, plans are being made to institute such a study.

Importance of Co-operation

In both classroom work and in-service education, every effort has been made to work co-operatively with community agencies. Actually, without the assistance of these agencies the teaching of the unit in driver and pedestrian education would be much less practical and of little significance to pupils. In all cases, teachers have found these agencies eager and anxious to co-operate in the safety program.

TAKE CARE WITHIN!

by JENNIE SPADAFORA

ONE out of six school building accidents occurs in corridors or on stairs and stairways according to reports received by the National Safety Council for the 1948-49 school year from school systems with an average monthly enrollment of 786,000. Accidents included are those requiring a doctor's attention or causing absence from school of one-half day or more.

The average rate for corridor injuries was 0.18 per 100,000 student-days while the stairway rate was almost double—0.32. Both the corridor and the stairway rates in each grade from kindergarten through sixth were equal to, or less than, the average rate. This may be due in part to the fact that the younger children are more closely supervised in corridors and on stairways. Also, the amount of exposure in these places at the elementary level is comparatively small, since the younger children usually spend the greater part of the day in the same classroom.

Seventh graders had the highest corridor rate—0.44, followed by 0.38 in the eighth and 0.29 in the ninth. Rates in succeeding grades gradually decreased to 0.13 in the twelfth.

The stairway rates in the seventh, eighth and tenth grades were well above the average, ranging from 0.52 to 0.59, while the twelfth grade rate was only slightly above the average—0.36. The highest rate, 0.62, was recorded for the ninth graders.

There was little change from month to month in either the corridor or the stairway rates at the elementary school level. The average rates at this level were 0.11 for corridors and 0.16 for stairways. Although both corridor and stairway accidents occurred most frequently in December, the rates were only moderately above the average.

The corridor and stairway average rates for seventh through ninth graders were more than three times the elementary school rates. Corridor accidents occurred most frequently during December and least frequently in May. The junior high school rate for stairway accidents reached a first peak in October and a second one in March.

At the senior high school level, the average corridor rate, 0.19, was approximately one-half the rate at the junior high level while the rate for stairway accidents, 0.50, was only one-sixth lower. December again had the highest corridor rate of any month. Stairway accidents among students in the tenth through twelfth grades occurred most frequently during February.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

Is Your Home DANGER-PROOF?

by THOMAS FANSLER

IF WE should say to you bluntly that your home isn't fit to live in, you would resent the charge—to put it mildly. But it *is* a fact that home accidents injure and kill more people than does any other type of accident. And it *is* a fact that many of these accidents can be traced to improper design of the home itself.

One of the main efforts of the National Safety Council right now is to make people home safety conscious. And that involves, of course, making *homes safer*—danger-proofing the home—as well as making people more careful.

As an integral part of our continuous overall program for home safety, we are directing much effort toward co-operation with architects, builders, prospective homeowners and all agencies connected with home building, to get safety built into the home right from the blueprint to the driving of the last nail.

We are trying to lay *safe foundations* for the homes of tomorrow.

People are in such a frantic rush these days that safety principles are likely to get kicked around, unless people are made aware that the safe way of life is *the* way of living, and that it grows more essential all the time. After all, home accidents just last year killed 30,500 persons, injured 4,500,000, and cost about $650,000,000! That's a terrific toll, and proves what a great need there is for waking people up to it.

We have a big job, because it seems that people are prone to be blase about home accidents and they take home safety for granted. It's the traffic accidents that crash into the news—and the drownings—and big fires—train and airplane smash-ups—that make the headlines. And dear old homes go right on piling up the most appalling record for needless death and pain, sorrow and worry and expense — and folks at home go right on thinking those accidents always happen to *others* — until one of the family is hurt or killed right at home—and then it's pretty late to wake up to the need for day-by-day carefulness and attention to hazards.

Let's start right outdoors with the porches and outside stairs. A large proportion of all home accidents can be traced to these spots. Most of these accidents are, of course, falls. If there are more than two steps to the porch or entrance, there should be a handrail. In cold climates a canopy is useful in protecting the porch and steps, as far as possible, from snowfall and ice formation and snowslides from the roof. A railing is good protection on any porch, and naturally any high porch should have a railing high enough and sturdy enough so that children can't climb over it or push through the balustrade.

There should, of course, be good lighting on all porches to help prevent those sometimes serious after-dark falls. And, by the way, safe design of all stairs *inside* the home could go far toward reducing accidents.

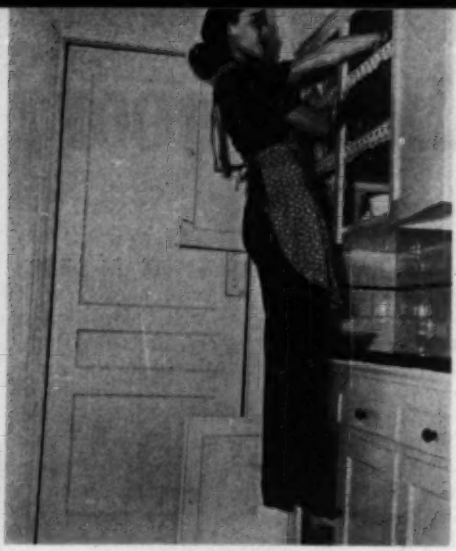
Steps built like a cut of pie, in order to make a turn, should be eliminated in favor of landings and straight stair runs. There should be handrails extending past the top step and bottom step for protection at those difficult spots. One building practice that has been too prevalent is the designing of stairs and banisters for eye appeal rather than for protection. People should be aware that their own and others' safety is more important than the unique appearance of their home, if any choice has to be made—and stairways furnish a good example. By the way, to emphasize this, the uprights of the banisters should be close enough together so that a child could not slide through.

Another common stairway hazard, especially of attic or basement stairs, is insufficient head room. You can get some pretty severe bumps on low ceilings over landings and stairs.

Unlighted and poorly lighted stairways are the source of many accidents. Every inside stair should not only be well lighted, but it should be provided with a two-way switch, so that the light can be turned on either before starting down or before starting up. But even with well-lighted, properly built stairways, there could still be accidents on them.

Safe design and construction in the home make a good foundation for safe living. But

MR. FANSLER is director of the home division and director of research for the National Safety Council.



Keep hazards out of the home. A good safe practice is to use a stepladder instead of a makeshift.

Never touch electric light cord or switch when hands are wet. Turn pot handles inward on stove.

this doesn't guarantee safety. The people in the home still have to watch out for hazards and remove them—torn carpet edges on stairs, for instance, or toys left on the steps. And people still have to be consistently alert and reasonably careful in their actions. On stairways they should avoid running or leaping, going up or down in the dark or with their arms loaded. Actually, I suppose, the safest way to go down stairs would be to crawl down backwards a step at a time, as a baby does. But I doubt if we could put that system across. We have to keep trying to get people to build safely, keep hazards out of the home and make simple but important safety rules part of daily living.

Another important spot in the home is the kitchen. They say the way to a man's heart is through his stomach; and, it seems, the way to a woman's hurt very often follows a route through the family kitchen. Accidents here include burns and falls. It's also an especially dangerous room for children.

There is much that can be done in the arrangement of space and equipment to safeguard the members of the family in the kitchen. The range should not be placed close to a window or door, where you commonly find them. With a gas range there is the danger that the flames will be extinguished by drafts or that window curtains might blow across the burners and catch fire. But with any type of stove near the doorway, someone coming through might brush against cooking pots and knock scalding water or food on themselves or someone else.

Every potential source of accident should be eliminated.

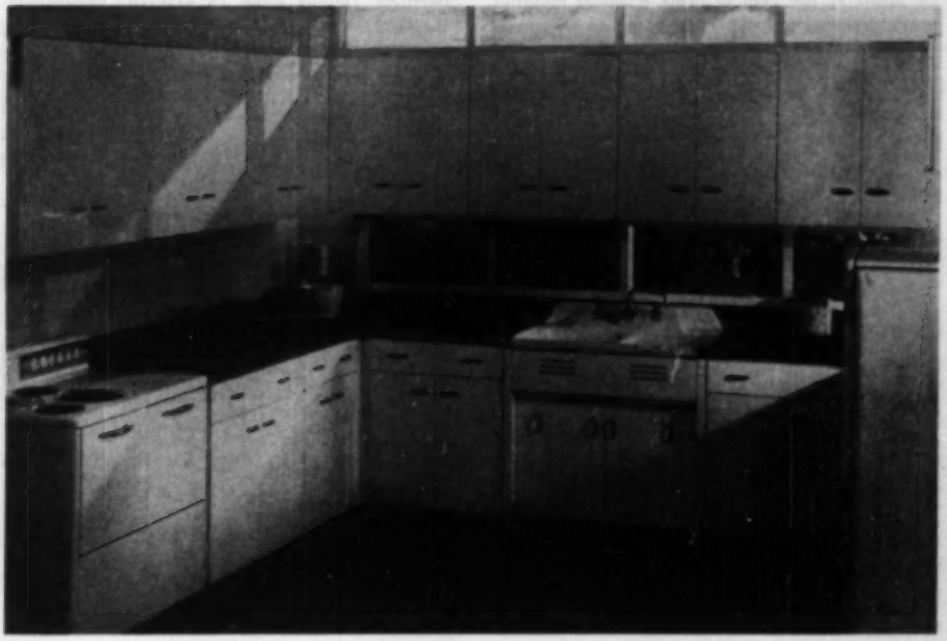
Sliding doors on cabinets instead of those that open out into the working space is one way to avoid cracked heads. Too often, also, cupboard space is too high, so that housewives are tempted to get up on a kitchen chair or pull out a lower drawer to stand on, and they risk their necks every time they do that. Fortunately, the modern tendency is toward lower and more accessible cupboards, and this is an encouraging sign.

Then, there should be plenty of light, of course. And careful consideration should be given to the arrangement of the lighting, with a sufficient number of electric outlets provided in convenient places so the housewife won't have to string long cords across the floor to operate the appliances.

By the way, never turn on lights with one hand while touching a faucet with the other

Above—Avoid cracking your head. Wherever possible have sliding doors on high wall cabinets.

Below—Careful planning and convenient design reduce accidents in the kitchen and in every room.



hand! And even this hazard can be corrected by modern, correct designing. In the first place, it would be well not to have switches near the sink; and in the second place, wall switches are safer than pull chains. The same is true in the bathroom, where many severe shocks, some of them fatal, occur. Light controls in the bathroom should be so located that they cannot be operated while standing in the tub or while touching a faucet.

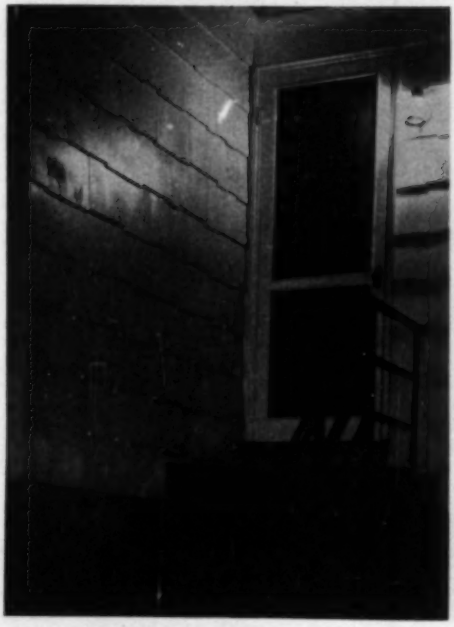
You've read of people getting electrocuted in the bathroom because of using a portable radio while in the bathtub. Of course, that's a matter of personal carelessness. And actually bathroom mishaps are due more to such carelessness than to improper design. However, little measures like putting a handhold near the tub and using nonslip material for the floor can help prevent those often serious bathroom falls.

Now, there are measures that can be taken to build safer basements. Falling down the basement stairs is one common type of accident which can have very serious results. The same principles we have mentioned for other stairways apply here also — solid handrail, good lighting, no winding steps, and no overhead obstructions. As for the heating plant in the basement, the best policy is to follow strictly the building code standards of the National Board of Fire Underwriters. Then there's the electric washer, a very helpful machine *if* it is installed properly and used carefully. Of course, only the housewife's own caution can keep her fingers or her hair from being caught in the wringer. However, one measure which is strongly urged in the installation is the grounding of the machine through a water pipe, so that any insulation breakdown will blow a fuse rather than make the machine alive with electricity.

These are a few of the things that can be done in planning and building a home to protect the occupants.

In summary, wherever, through careful planning and design, we can make doing the wrong thing difficult or impossible, then we have done something toward freedom from home accidents. And wherever we can make it easy to do the right thing, the efficient way of doing something, then we have again lessened the chances of an accident happening. Human nature being what it is, people are always going to be inclined to do things the easiest way. So make the easy, the natural way, as far as possible, the efficient way, the right way, the safe way. Let's make home, sweet home free from accidents.

Keep stairways well lighted. Falls are responsible for about 50 per cent of home accident fatalities.



Inside stairways should have good lighting, handrails, no winding steps, no overhead obstructions.

The Safety BULLETIN

by EDWIN GIDEON

AS ONE means of carrying out the safety education program at the James G. Blaine school in Philadelphia we have made use of mimeographed safety bulletins published periodically by the school safety council. These bulletins are distributed, through the children, to every parent.

Brief paragraphs on topics of current interest, prepared by the members of the safety council, place needed emphasis on safety for our pupils and their parents. These bulletins form the basis for classroom discussions before the children take them home.

The following illustrations taken from issues of the past two years may indicate the variety and type of topic treated.

Safety on the Street

To help children, particularly in the lower grades, learn the safest way to and from school, it is suggested that classes be taken on a tour of the neighborhood. Members of the safety patrol will accompany teachers to help point out danger spots and assist in the correct crossing of streets.

Police Protection

Our school is now receiving much better police protection before and after sessions. However, parents and teachers are still, in the last analysis, responsible for instilling in children proper safe habits. Please encourage all children to play away from streets, to listen to safety patrol members, and to observe all precautions in going to and coming from school. Parents and teachers, naturally, must set the example for children.

Safety Patrol

A representation from our patrol participates in the annual safety conference at Central High school.

Our central problem now is getting children to cross at corners. Help from parents and teachers in emphasizing this important safety measure is needed.

The members of the safety patrol are very proud of the new white ponchos and rain hats recently purchased by the home and school association. They look forward to rainy days so they may have an opportunity to wear this equipment.

Accident Record Summary

A summary of all reported accidents occurring in the Blaine school for one year ending December 31, shows:

- 7 accidents in the yard during organized activities
- 7 accidents in the yard during free play (recess, before school)
- 5 accidents in the shop
- 4 accidents in the classrooms
- 3 accidents on fire escapes or stairs
- 3 accidents on way to or from school
- 1 accident in playroom
- 1 accident in basement.

Of these 31 accidents reported, all but three were due to carelessness on someone's part, usually the injured person. A concerted drive on the topic "All Accidents Are Avoidable" could reduce our accident record. Special emphasis on running in the yard and watchfulness during games seems indicated.

Vacation Precautions

Without putting a damper on the vacation spirit in any way, parents and teachers can emphasize the dangers which are peculiar to this season. A class or home discussion of such topics as fire hazards with bonfires, avoidance of unusual hilarity which might lead to unsafe practices, always swim with companions and in water where depth and hazards are known, would help keep our children happy and safe. Proper clothing for outside play suited to the weather, as well as a review of precautions for avoiding colds, might be in order.

Parents can emphasize the desirability of putting away toys when not in use, especially calling attention to the unsafe practice of leaving toys on stairs. Older children can set an example for youngsters in outdoor play, particularly in the matter of learning to ride the new bicycle, scooter, skates, or sled. Keep away from danger areas, stay out of streets, and be alert to traffic.

MR. GIDEON is safety co-ordinator, James G. Blaine school, Philadelphia, Pa.

VISUAL TRAFFIC AIDS for the BLIND

by E. R. AWREY

PROBABLY you have never thought of the mental gymnastics a blind person goes through when crossing a street. It goes something like this: First his dog stops at the curb, and the blind person must, with his foot, find the curb. Then, from listening to the movement of traffic, he must orientate himself as to where he will cross the street or streets before him. Finally, he gives the signal to his dog and steps off into a street often unsafe for persons with sight. If this seems difficult to you, imagine this same person crossing some of the complex intersections in your community and you will realize the problems the blind person faces.

Helping the blind get a mental picture of the many varied traffic intersections has been a problem at the Leader Dog League for the Blind, a nonprofit school training Leader Dogs with blind people at Rochester, Michigan. It was the faculty's belief that if students could mentally picture street intersections through the medium of touch, they would be better able to cope with this problem. An officer of the Detroit Police department suggested that models of typical intersections be made with streets, sidewalks and grass textured so that they could be identified by means of touch.

Scale drawings of 15 traffic intersections were obtained from the Detroit Traffic Engineering department. Each model was made of ¼-inch oil-tempered plywood, 15 inches square. Laminated to this, with a good grade of glue, was ⅛-inch non-tempered plywood which formed the curbing. Green flock, a felt-like material, was sprayed on the areas which were to simulate grass. Now a blind student could, through his hands, feel the difference between both simple and complex intersections and thus get a better mental picture of them.

The models are used in several ways at the school: first, to acquaint students with the knowledge of how traffic flows, traffic control devices which affect traffic and pedestrian safety and the necessary precautions needed to cross safely a street; second, to acquaint the students with the type of street situation they will be confronting that day with their Leader Dog.

The traffic models have been in use for several months and students report that they are very helpful. The following comments are typical. Blair J. Smith of Ohio says, "Every corner was the same to me. Now I have a better mental picture of different intersections." Gerlden Bias of West Virginia says, "They give me a better understanding of the layout of streets. I have more confidence now." Dick Cullin of Michigan says, "Now I will be better able to face street problems for I know what I am going to do." Enid Bourne of New York says, "I never realized there were so many complicated streets. I thought they were just about all the same."

By giving the blind a better insight into how our city streets are laid out, they will be better equipped to take their place as proud independent citizens in a sighted world.

MR. AWREY is driver training instructor at Miller High school, Detroit, Mich.

Safety Education Data Sheet-No 44

The Problem

1. With any type of fishing, the beginning point for safety is the knowledge of possible dangers and the precautions for avoiding them. The developing of safe fishing habits must be promoted continuously.

2. There are no national statistics available on accidents arising from hook and line fishing. It is known, though, that a large number of persons are injured each year from careless handling of fishing tackle.

Hook Dangers

3. Generally speaking, the barbed hooks that are a part of every type of hook and line fishing are the only really dangerous part of fishing tackle and equipment.

4. Disassemble (if possible) all fishing rods carried, and *never* carry fishing lines with hooks or plugs attached. Doing so is practically a guarantee that someone will get snagged by a hook.

5. Do not fish close to other anglers. Their movements may endanger you. The fact that some persons are careless or get excited when landing a fish often results in serious hook injuries. Keep plenty of distance between yourself and other fishermen.

6. Be extremely cautious in any kind of casting to avoid hooking yourself or others. Never cast over anyone's head. And on the backswing or backcast, always be sure that this cast is at right angles to anyone nearby. Cast overhand *only*, especially from a boat.

7. Do not jerk a fish out of the water. It may swing and cause a hook injury. Bring it to the landing point (shore, dock, boat, etc.) and pull it in by the leader, or a landing net.

8. Hold the fish securely while removing the hook. Otherwise the fish may flop about and possibly drive the hook into the hand.

9. Before removing the hook, stun large game fish, such as pike, pickerel, muskellunge, etc., with a short club.

10. Have a firm grip on the bait when baiting the hook for still-fishing. Worms, grasshoppers, etc. are active and/or slippery. They could cause a hook injury.

11. Handle with special care bait casting plugs that contain clusters of double or triple hooks. Gang hooks such as these have a tendency to catch on to everything.

12. Sometimes, due to carelessness or lack of skill, a fishhook may become embedded in the fisherman or one of his companions. Such an accident can be very serious, especially if the hook strikes an eye.

13. The most common form of injury results if the point of the hook and the barb are buried in the flesh of the hand, arm or other part of the body. Unless extremely minor, an injury of this kind is usually a case for the nearest doctor, since the wound may become infected or cause tetanus.

14. There are times, however, when a doctor is not immediately available. The safe fisherman should be prepared for such an emergency. Safety equipment carried on a fishing trip should include a pair of cutting pliers, first aid kit and a bottle of antiseptic.

15. The hook should *never* be backed out of the wound, since the barb would rip the flesh. Push the point of the hook through the skin. Then the shank of the hook can be cut off close to the point where it meets the skin. Then grasp the protruding point of the hook with the pliers and pull it out.

16. Pour or force antiseptic into the wound and bandage it with a sterile compress. Get the injured person to a doctor as soon as possible to avert possibility of infection.

Wading

17. Fishing that sometimes requires wading (and usually hip boots, or waders) requires additional precautions.

18. If wading is necessary, test each step in advance. Loss of footing or a twisted ankle may throw the fisherman into deep or rapid water. And swimming is extremely difficult (and often impossible) when hip boots or waders are filled with water.

19. Remember that many streams and pools have underwater shelves or other sudden drops into deep water.

20. Don't trust flat, underwater rocks—they are usually very slippery.

21. Also be on the alert for any type of submerged tripping hazard, such as stumps, roots, etc.

Boat Safety

22. Do not go out in a small boat unless you are thoroughly acquainted with the craft and can handle it in a sudden squall or storm.

23. Check the boat for leaks and any other defects before leaving shore.

24. Have life preservers aboard.

25. Provide the boat with an extra oar or paddle and a bailing can.

26. Do not overload the boat. Doing so is dangerous, since it reduces freeboard (the distance from the water line to gunwale or edge of boat).

27. Load the boat properly by keeping the center of gravity as low as possible. Improper loading makes a boat unstable or logy. The best place for the load is on the bottom and middle of the boat. The same rule applies to passengers. Passengers should never sit or stand on bow, stern or gunwales.

28. Only one person at a time should get into, out of, move about or stand in, a boat. And don't attempt to change places in the boat while in deep water. Come in to shore or bring the boat to shallow water.

29. On entering or leaving a boat, or when it is necessary to move from one position in the boat to another, hold both gunwales and step along the keel. Do not jump, leap or lunge. Transfer your body weight smoothly in the boat, from boat to dock, or dock to boat.

30. If for some reason the boat should capsize or swamp, keep calm. Most small boats, even though filled with water, will support several persons. A swamped boat, right side up will support about as many persons as it is designed to carry when afloat. These persons must be in the water, clinging lightly to the outside of the boat, so the water will support most of their weight.

31. If someone falls overboard, grab him quickly and help him to grasp the edge of the boat. Then balance the boat until the victim can climb aboard. The bow or stern is the safest point for climbing back into the boat.

Sources

32. GOING FISHING? Safety Instruction Card No. 404. Chicago, Ill.: National Safety Council.

33. LET'S GO FISHING. *The Travelers Standard*. April, 1937. p. 71 ff.

34. SAFETY AND HEALTH. 22 pp. Illustrated. Chicago, Ill.: Western Electric company. Summertime Issue. 1948.

35. SAFETY BEFORE YOU LEAVE SHORE. Wayne M. Judy. *Sports Afield*. May, 1940. p. 43 ff.

36. SAFETY EDUCATION DATA SHEET NO. 28—SMALL CRAFT. Chicago, Ill.: National Safety Council.

37. SAFETY SUGGESTIONS FOR THE SUMMER SEASON. *Travelers Standard*. June, 1933. p. 101 ff.

38. SCOUT FIELD BOOK. James E. West and William Hillcourt. 540 pp. Illustrated. New York, N. Y.: Boy Scouts of America. 1944.

39. VACATION DAYS. Folder. Illustrated. Wausau, Wis.: Employers Mutual Liability Insurance company, Safety Engineering department.

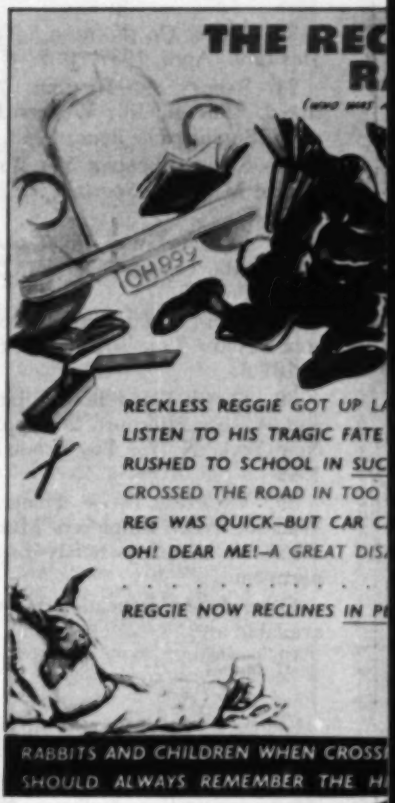
Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing.

Data sheets from SAFETY EDUCATION are available for small fee from the National Safety Council, 20 N. Wacker Drive, Chicago 6, Illinois.

Only one person at a time should get into, out of, move about or stand in, a boat. And don't attempt to change places in the boat in deep water. Come to shore or bring the boat to shallow water.

Safety SIGNPOSTS *from* BRITAIN


RECKLESS REGGIE GOT UP L
LISTEN TO HIS TRAGIC FATE
RUSHED TO SCHOOL IN SUC
CROSSED THE ROAD IN TOO
REG WAS QUICK–BUT CAR C
OH! DEAR ME!–A GREAT DIS
REGGIE NOW RECLINES IN P
RABBITS AND CHILDREN WHEN CROSS
SHOULD ALWAYS REMEMBER THE H

OFFSIDE
WAIT!
SMITH
until the bus moves on—
then KERB DRILL
STANDING CARS & LORRIES

SATURDAY *Safety* CLINICS

by ALEXANDER GEORGIADY

THE SAFETY clinic for school safety patrols is a meeting of all the safety patrols in the city of Manitowoc, Wis., at which meeting safety patrol problems are discussed and reviewed. It is called a clinic because problems that confront the boys and girls serving as patrols are discussed and "cured."

The clinics are held on Saturday morning, three times a year—October, December and May.

A clinic in October, or even in September, is valuable because it serves to orient the patrols. In December, with the approach of winter, patrols face new problems. The May clinic is important because it serves as a review of the year's work, and problems of safety that are related to the approaching summer and vacation period are discussed.

The safety clinics have helped our safety patrols do more effective work in promoting safety. The clinics are the result of the co-operation of the Manitowoc Public schools, the Manitowoc Police department and the parochial schools of the community. Their sponsorship is community-wide and is subscribed to by all schools, with the exception of the senior high school where there are no patrols.

The idea of the safety patrol clinic came from the superintendent of schools and the chief of police. Direction of the safety clinics is in the hands of the curriculum and instruction division of the public schools, with the co-operation of the traffic division of the police department. The actual execution of each safety clinic is rotated among the various faculty members of the public elementary schools of the city.

Average attendance at these clinics has been about 220 at each meeting. Attendance is voluntary, and pupils evidence a great desire and interest to attend.

The program of the clinics is a simple one. The first step is the selection of a theme or topic for the clinic. In the May meeting, for example, vacation safety is timely. Four pupils are then selected from four different schools to present a short talk on one aspect of the main topic. One may discuss "Bicycle Safety in Summer," while another may discuss "Going Hiking Safely." Other aspects of the topic are "Playing Baseball Safely" and "Going Downtown During The Summer."

In the September meeting topics are concerned with getting new children in school acquainted with the habit of crossing streets safely, as well as the function of the patrol at the corner. Other topics might be rules of the school about safety, obeying patrols, the problem of parked cars near corners, and hazards associated with rain and foggy weather. All problems or topics selected are realistic; they mean something to the children.

Following the presentation of the topics, the officer in charge of safety work for the police department and the faculty sponsor or sponsors make a few remarks as to the work of the patrols both generally and specifically. Weak points are called to the pupils' attention; strong points or excellent work is commended. Hazards are reviewed. Some demonstrations are given.

Then follows a question period that is truly the feature of the clinic. Youngsters in the audience ask pertinent and specific questions of the persons on the panel, the faculty sponsors on the program and the officers present. The questions are extemporaneous and not rehearsed. They reveal what the pupils are thinking about the main problem and what they are anxious to know. The question periods of the clinic are growing in length and interest as they are likewise growing in value. Several improvements in patrol work have resulted.

Following the question period of the clinic, a safety film is shown. Comments on this film are made. An attempt is made to get a film that is related directly to the topic under discussion.

Our safety clinics are a definite part of the safety program. We feel that we have real interest and enthusiasm for safety and safety patrol work, and that we are helping to make safety patrol work vivid and meaningful for the youngsters.

A program such as ours is probably only typical of what is being done all over the United States in the various communities and schools. It is an example of co-operation of schools and law enforcement agencies interested in promoting safety.

MR. GEORGIADY is director of curriculum and instruction at Manitowoc (Wis.) Public schools.

April, 1950

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies and safety

Sketch S8722A

Keep To The Right

BICYCLE SAFETY

On Your Bike*

**These safety suggestions apply to both two-wheelers and three-wheelers.*

Copy and —
Select proper word to finish sentence correctly.

1. Keep to the [right / left].

2. Use [a basket / hands] to carry things.

3. Always ride [double / single] file.

4. [Always / Sometimes] signal if you turn.

Answers to "On Your Bike"—1. right, 2. a basket, 3. single, 4. Always.

Answers to "Learn to Take Care of a Bicycle."—1. Seat—adjust to comfortable height for easy riding and tighten all nuts. 2. Pedals—oil bearings and tighten pedal bearings and spindle. 3. Chain—check for damaged links; clean and oil frequently. Be sure it is not too tight, but if too loose it will come off. 4. Handle bars—adjust to proper height for your body; tighten. 5. Reflector—keep clean and unbroken. 6. When carrying things always have a basket or saddle bags. 7. Spokes—replace broken spokes. 8. Bell—keep in working order. 9. Tires—keep inflated. 10. Light—keep clean and in working order.

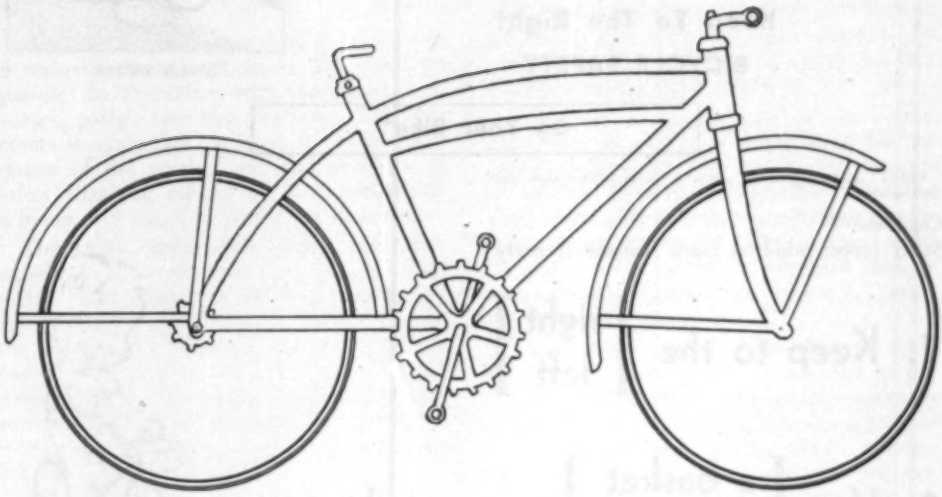
Answers to "places that should be oiled"—wheel hubs, chain, pedals and fork at base of handle bar stem.

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Learn to Take Care of a Bicycle

Copy and —

Complete this picture of a bicycle by drawing in the parts listed below. Tell how to keep each part in good condition. Tell how each will keep you safe.*



1. Seat
2. Pedals
3. Chain
4. Handle bars
5. Reflector
6. Basket
7. Spokes
8. Bell
9. Tires
10. Light

Mark in red the places a bike should be oiled.

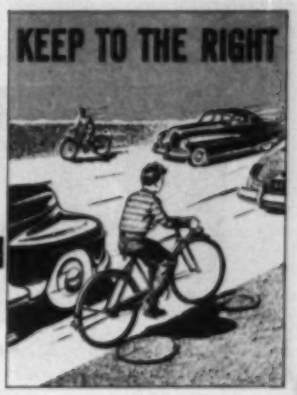
*Note to teacher: Younger pupils probably will not understand all these parts, but if they are interested, they will get the idea of keeping a bicycle in good condition.

April, 1950

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies and safety



Sketch S8722A

Keep To The Right

BICYCLE SAFETY

If this year's bicycle accident record is the same as last year's, 500 bicyclists will die and 30,000 will suffer injuries in the United States alone. Most of these victims will be between the ages of 5 and 14.

Here are some ways boys and girls can avoid bicycle accidents.

1. *Obey all traffic regulations.* The facts in special studies show that two of every three riders of bicycles injured in motor vehicle collisions were violating some traffic regulation at the time. It is important to stop at all stop signs, obey all traffic lights and other regulations, such as riding to the right and not hitching onto trucks.

2. *Keep your bicycle in good working condition.* A study by the National Safety Council showed that one fourth of the bicycles involved in motor vehicle collisions lacked proper equipment, especially lights and reflectors. Have your bicycle checked regularly. Between checks oil bicycle regularly, keep tires inflated to correct pressure, and check to be sure that brakes work properly and that they don't grab. If there is any problem about braking, a serviceman should be consulted.

3. *Learn to handle your bicycle without making sudden movements.* Many bicycle accidents occur when bicyclists dart out into traffic or move suddenly from one lane into another. Bicyclists should edge over gradually or enter traffic slowly. A good driver of a car does not make sudden movements. A good bicyclist should not do so either.

4. *Avoid riding at dusk or night.* Even if you don't plan to ride at night, equip your bicycle with a reflector and light because riding in the dusk is dangerous. You can see cars, but their drivers cannot see you until they are almost on you.

Bicycle Safety Activities

A. The following words are all parts of a bicycle that need attention.

Copy and —

Unscramble each word and write it on your own paper. After each word tell how to keep that part of a bicycle in good condition.

1. karbe
2. tesri
3. frotrelce
4. abnelshard
5. lebl
6. kopses
7. hewel
8. 'naich
9. ghilt
10. daldes

B. Bring to school any clippings that you see about bicycle accidents. Post them on the bulletin board. Beneath each, write how this kind of accident could be avoided. For example, below this clipping what would you write?

TWO BROTHERS HURT IN FALL FROM BIKE

Two brothers were injured at 1:40 p.m. yesterday when they fell from a bicycle they were riding on Palmer avenue.

Richard Smith, 14, riding his brother, Jerry, 6, in a basket on the handle bars, lost control of the bicycle and both boys fell to the street.

C. Talk about the advantage of licensing bicycles. If your community does not have bicycle licensing, talk over the possibilities with the police chief.

Plan a bicycle test that you think would be a good one to require of applicants for a bicycle license.

D. Write to the Bicycle Institute of America, Inc., 122 E. 42 St., New York 17, N. Y., for free material about bicycle tests and safe bicycle riding.

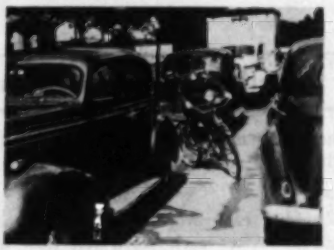
Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Pedaling Pointers

Copy and —
Fill in blanks.

1. Stop and look _____ ways when coming out of alleys or _____.

2. Ride _____ file. This is especially important on _____ or narrow streets.

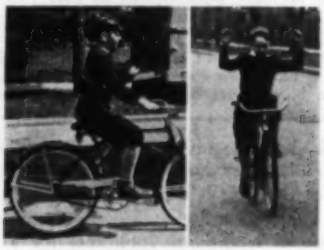


3. Don't weave in and out of traffic. Sudden _____ confuse the motorist and endanger you.

4. Ride as _____ to the curb as possible on the _____ side of the street.

5. Obey all stop _____ and traffic _____ just as if you were driving a _____.

6. Be alert to suddenly opened _____ or other unexpected dangers on the highway.



7. Avoid accidents. Follow safety rules. Don't _____ onto vehicles; don't _____.

8. Dismount and _____ your bicycle across heavily traveled _____.

Answers to "Bicycle Safety Activities"—1. brake—base it adjusted by a serviceman. 2. Tires—keep inflated to correct pressure. 3. Reflector—keep clean and unbroken. 4. Handle bars—keep adjusted to proper height for your body and tightened. 5. Bell—keep in working order. 6. Spokes—replace broken spokes. 7. Wheel—tighten wheel nuts and oil bearings. 8. Chain—check for damaged links; clean and oil frequently. 9. Light—keep clean and in working order. 10. Saddle—adjust and tighten nuts.

Answers to "Pedaling Pointers"—1. both, driveways; 2. single, busy; 3. turns; 4. close, right; 5. signs, signals, car; 6. doors; 7. hitch, stunt or race; 8. walk, streets.

Junior High Safety Lesson Unit

April, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, social studies and homeroom

Sketch S8723A

It's Not A Toy—Heed The Rules Of The Road

MOTOR-DRIVEN CYCLES

A Reading Exercise

Undoubtedly, the motor-driven cycle, motorized bicycles and other motor-powered cycles have an appeal for many young people. The problem is that some young persons consider them toys and do not realize that they must be driven with the same skill and judgment needed by the automobile driver. In fact, authorities recommend that operators of all motor-driven cycles be licensed and that licenses be granted only to those of legal age to operate a motor vehicle.

An investigation by the National Committee on Uniform Traffic Laws and Ordinances stated the following as the major problems in motor-driven cycle operation:

1. Underage operation
2. Double and triple riding on lightweight machines
3. Inadequate brakes
4. No headlights, or headlights which furnish very little light at low speeds
5. Homemade machines with no way to check up on safety equipment before licensing
6. Poor compliance with signs, signals, laws
7. Use on heavily traveled highways
8. Renting of motor-driven cycles to unlicensed and inexperienced drivers.

A Reading Test

Copy and —
Fill in the blanks.

A. The motor-driven cycle is essentially a motor vehicle; it should not be considered as a _____.

B. Most authorities recommend _____ of operators.

C. Double riding on a lightweight machine is considered _____.

D. _____ brakes have proved to be a problem.

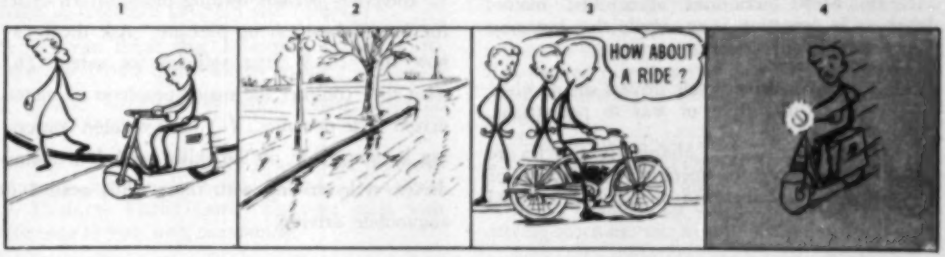
E. It is recommended that motor-driven cycles be prohibited from _____ highways.

F. Motor-driven cycles should only be rented to _____ and _____ drivers.

Answers to "A Reading Test"—A. toy. B. licensing. C. unsafe. D. Inadequate or Poor. E. heavily traveled. F. experienced, licensed.

Answers to "Find the Hazard"—1. Pedestrians are a hazard—they should have the right of way. 2. Icy streets are especially dangerous for motor-driven cycle operation. 3. Lightweight motor-driven cycles are especially dangerous if there is more than one rider. 4. Night riding is more dangerous for motorists than is day driving. For motor-driven cycles the problem is even greater since so many motor-driven cycle headlights are too dim.

Find the Hazard to the Driver of a Motor-Driven Cycle or Bicycle



Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Motor-Driven Cycle Safety Test

Copy and —
Mark *true* or *false*.

_____1. Double or triple riding on a lightweight motor-driven cycle is safe only with an experienced driver.

_____2. Most authorities agree that the same age limits should apply for motor-driven cycles as apply for other types of motor vehicles.

_____3. The seriousness of the problem of dim headlights on motor-driven cycles is indicated in the agreement by many state officials that motor-driven cycles with headlights not conforming to requirements should be limited to daylight operation.

_____4. Motor-driven cyclists must obey traffic signs and signals, the same as automobile drivers.

_____5. Collision accidents involving motor-driven cycles are less likely to result in injury than are collisions involving automobiles only.

_____6. The headlight on many motor-driven cycles is powered by a magneto or generator with the resulting light being of low intensity when the vehicle is operating at slow speeds.

_____7. Inadequate brakes have been a problem on many motor-driven cycles.

_____8. It is safe to ride on a homemade motor-driven cycle if other persons have ridden on it previously.

_____9. Motor-driven cycle drivers should be allowed to ride three abreast because in that position they take up no more room than a car.

_____10. Most authorities agree that motor-driven cycle operation is so simple that licensing of operators is unnecessary.

_____11. Motor-driven cycle drivers should yield the right of way to pedestrians.

_____12. Motor-driven cycles are safe for operation in all kinds of weather and on all types of road surfaces.

A Community Program for Motor-Driven Cycle Safety

Plan to do some of the following. Report your findings to your class or school.

1. Write your state motor vehicle administrator for information regarding age limits, equipment requirements, inspection procedure and other information on licensing for motor-driven cycles and their operators.

2. Talk with the police in your community to find out whether there are or should be ordinances concerning (a) operation on certain high-speed or heavily traveled roads, (b) double riding, (c) control of agencies that rent motor-driven cycles.

3. Check accident records of previous years to find out the extent to which motor-driven cycles contribute to accidents in the community and the circumstances of such accidents.

4. Make posters to show how motor-driven cycle operators must obey *all* traffic laws.

5. Check with dealers to find out what basic equipment is a part of all motor-driven cycle sales.

6. Check with rental agencies—inquire whether motor-driven cycles are not made available on a rental basis except under conditions where they are leased to persons with operators' licenses who know how to operate them.

7. Interview persons owning motor-driven cycles for use in business or pleasure. Ask them (a) how they check their vehicles for safety, (b) what they consider the major problems of motor-driven cycle operation, (c) their opinion concerning a comparison of the skills needed in motor-driven cycle driving with those skills needed in automobile driving.

Answers to "Motor-Driven Cycle Safety Test"—1. F, 2. T, 3. T, 4. T, 5. F, 6. T, 7. T, 8. F, 9. F, 10. F, 11. T, 12. F.

Senior High Safety Lesson Unit

April, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, American history, American problems, homeroom and guidance

Sketch S8723A

It's Not A Toy—Heed The Rules Of The Road

MOTOR-DRIVEN CYCLES

Questions for a Forum Discussion

1. Do you think that driving a motor-driven cycle requires a skill comparable to that involved in driving an automobile?

2. The National Committee on Uniform Traffic Laws and Ordinances states that persons under the legal age for motor vehicle operation should not be allowed to operate motor-driven cycles. Do you agree?

3. What basic safety equipment do you think should be required on motor-driven cycles? For example, do you agree with the following requirements of the National Committee on Uniform Traffic Laws and Ordinances: (a) the state commissioner should require inspection of braking systems and should refuse to register vehicles not having approved brakes, (b) lighting intensity should be adequate to reveal persons or objects at least 200 feet ahead for speeds of 25 miles per hour or more, and at least 100 feet of visibility at lower operating speeds.

4. In a special study the Los Angeles Police department found that two thirds of motor-driven cycle accidents involved motor-driven cycle operators in violation of speed and turning rules primarily. What safety suggestions would you make in reference to speed and turning?

5. Do you think that a license should be required to drive a motor-driven cycle?

6. Should inspection of motor-driven cycles be required? How often?

7. The following were listed as major problems of motor-driven cycles by the National Committee on Uniform Traffic Laws. Consider each with reference to your own community.

Copy and —

Mark **1** before the problem which in your opinion is most important in your community. Mark **2** before the second most important problem, etc. If any are not problems in your community, mark them **0**.

____a. Underage operation
____b. Double and triple riding on lightweight machines
____c. No headlights, or headlights which furnish very little light at low speeds
____d. Homemade machines with no way to check up on safety equipment before licensing
____e. Poor compliance with signs, signals and other traffic laws
____f. Use on high-speed heavily traveled highways
____g. Renting of motor-driven cycles to unlicensed and inexperienced drivers

Consider the Motorcycle

Motorcycle fatalities increased sharply in recent years. Seven hundred and eighty-five persons were killed in motorcycle accidents in 1947, where the motorcycle was the only motor vehicle involved.

An analysis of the records of the Metropolitan Life Insurance company showed that almost three fourths of their policyholders killed on motorcycles were men between the ages of 15 and 34, with the maximum mortality at ages 20 to 24. This record also showed that 9 out of every 10 policyholders killed in motorcycle accidents were riders of the motorcycle.

Motorcyclists could stay alive longer if they were aware of the increased hazards of wet and icy roads, excessive speed, weaving in and out of traffic, disregarding traffic lights and signs and driving machines not in top mechanical condition.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Motor-Driven Cycle Safety Test

Copy and —

Mark *true* or *false*.

_____1. Double or triple riding on a lightweight motor-driven cycle is safe only with an experienced driver.

_____2. Most authorities agree that the same age limits should apply for motor-driven cycles as apply for other types of motor vehicles.

_____3. The seriousness of the problem of dim headlights on motor-driven cycles is indicated in the agreement by many state officials that motor-driven cycles with headlights not conforming to requirements should be limited to daylight operation.

_____4. Motor-driven cyclists must obey traffic signs and signals, the same as automobile drivers.

_____5. Collision accidents involving motor-driven cycles are less likely to result in injury than are collisions involving automobiles only.

_____6. The headlight on many motor-driven cycles is powered by a magneto or generator with the resulting light being of low intensity when the vehicle is operating at slow speeds.

_____7. Inadequate brakes have been a problem on many motor-driven cycles.

_____8. It is safe to ride on a homemade motor-driven cycle if other persons have ridden on it previously.

_____9. Motor-driven cycle drivers should be allowed to ride three abreast because in that position they take up no more room than a car.

_____10. Most authorities agree that motor-driven cycle operation is so simple that licensing of operators is unnecessary.

_____11. Motor-driven cycle drivers should yield the right of way to pedestrians.

_____12. Motor-driven cycles are safe for operation in all kinds of weather and on all types of road surfaces.

A Community Program for Motor-Driven Cycle Safety

Plan to do some of the following. Report your findings to your class or school.

1. Write your state motor vehicle administrator for information regarding age limits, equipment requirements, inspection procedure and other information on licensing for motor-driven cycles and their operators.

2. Talk with the police in your community to find out whether there are or should be ordinances concerning (a) operation on certain high-speed or heavily traveled roads, (b) double riding, (c) control of agencies that rent motor-driven cycles.

3. Check accident records of previous years to find out the extent to which motor-driven cycles contribute to accidents in the community and the circumstances of such accidents.

4. Make posters to show how motor-driven cycle operators must obey *all* traffic laws.

5. Check with dealers to find out what basic equipment is a part of all motor-driven cycle sales.

6. Check with rental agencies—inquire whether motor-driven cycles are not made available on a rental basis except under conditions where they are leased to persons with operators' licenses who know how to operate them.

7. Interview persons owning motor-driven cycles for use in business or pleasure. Ask them (a) how they check their vehicles for safety, (b) what they consider the major problems of motor-driven cycle operation, (c) their opinion concerning a comparison of the skills needed in motor-driven cycle driving with those skills needed in automobile driving.

Answers to "Motor-Driven Cycle Safety Test"—1. F, 2. T, 3. T, 4. T, 5. F, 6. T, 7. T, 8. F, 9. F, 10. F, 11. T, 12. F.

SAFETY AND HEALTH

by DAVID STAR

THE PURPOSE of the safety and health units at Sewanhaka is to point out ways and means whereby the pupils, as individuals, may learn to handle themselves, their tools, instruments, and automobiles, more expertly and safely. Pupils begin to realize that in all ages the men who have lived longest have been those who have practiced simple, precautionary measures.

Youth frequently is disturbed over what it considers undue adult concern regarding safety precautions. In our classes, students are taught to plan a safe society. They are shown that safety problems really concern them.

During the school year safe driving is offered all Juniors enrolled in the class. With the use of dual-controlled cars and the assistance of qualified, competent instructors, students are taught the safe way to drive and the sure way to maintain the motor car. Safe driving courses prove that traffic hazards can be reduced.

You are familiar with the old slogan, "Your home is your castle." When things go wrong, it is fine to be able to go home for safety and comfort.

But, the youngsters who attend the safety and health classes are asked, how safe is your home? General conditions that account for most home accidents are discussed; the age groups affected chiefly by various accidents are illustrated, and the factors that make the home hazardous are emphasized. Then the steps to be taken to insure a safe home are gone into in detail.

How safe is your school? This is the next question that is broached. What conditions in school buildings most frequently cause accidents? What is the chief source of accidents on school grounds? What kind of accidents are most likely to occur on school premises? Do school buses have many serious accidents? Students are given those questions to consider and answer.

Common school hazards, steps to increase school safety, and training for industrial safety are also taught all pupils.

Safety stays in after school too. Athletic sports are made safe. Medical examinations are given before participation in sports. The doctor's advice on activities is followed. The athlete is taught to protect himself. Special techniques which will help to avoid accidents are shown. Athletes are trained and conditioned. The chief hazards of specific sports are avoided.

Yes, safety skills are taught at Sewanhaka. Our students are taught to develop these skills in order to become safe members of society.

They know it's better to be safe than sorry.

MR. STAR is director of health education, Sewanhaka High school, Floral Park, N. Y.

for
SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.
We can furnish the Sam Browne Belts in the following grade—adjustable in size.
The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¼" ARM BANDS
Celluloid front—metal back. Web strap and buckle attachment.
No. 33 Blue on white stock design JUNIOR SAFETY PATROL.
No. 44 Green on white

SAFETY COUNCIL PATROL UNIVERSAL SAFETY with title Patrolman or Captain
Per Dozen $5.00
Lots of 25 ..... 30c each
Lots of 50 ..... 28c each
Lots of 100 ..... 25c each

PATROL BOY RAINCOATS AND HELMET SETS
Dull finish black rubber, sizes 6 to 16.
Safety Patrol Caps made to order. Blue, Black and Red.

Write for our Safety Patrol Circular
OUR RECORD 50 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard corner La Salle, Chicago 10, Ill.

Views AND REVIEWS

● ● ● SAFETY TEACHING AIDS

● BOOKS AND PAMPHLETS

SAFE AND HEALTHY LIVING. Revised. J. Mace Andress, I. H. Goldberger, Marguerite P. Dolch, and Grace P. Hallock. Illustrated. Chicago, Ill.: Ginn and company. 1949.

SPIC AND SPAN. (Grade 1). 152 pp. $1.16.

THE HEALTH PARADE. (Grade 2). 184 pp. $1.24.

GROWING BIG AND STRONG. (Grade 3). 252 pp. $1.28.

SAFETY EVERY DAY. (Grade 4). 258 pp. $1.32.

DOING YOUR BEST FOR HEALTH. (Grade 5). 298 pp. $1.44.

BUILDING GOOD HEALTH. (Grade 6). 298 pp. $1.44.

HELPING THE BODY IN ITS WORK. (Grade 7). 314 pp. $1.52.

THE HEALTHY HOME AND COMMUNITY. (Grade 8). 339 pp. $1.56.

(Revised Teacher's Guide I and II accompany the series. Guide I covers Books I-IV; Guide II, the last four books. 68 cents each.)

This series, for the first eight grades, has been thoroughly revised "to bring it completely up to date and to incorporate the latest scientific findings in health and safety." It covers fundamental requisites for good health, essential facts of physiology and anatomy and personal and community health—with safety and accident prevention taught as a part of good citizenship.

A complete safety program has been closely integrated in the excellent grade-by-grade presentation of health and physical fitness. All phases of safety are included.

The photographs, drawings and anatomical charts are keyed to the pupil's level of interest and ability for each grade. And combined with a great many other study helps, such as attention arousing exercises and tests in each unit, they attempt to hold the pupil's interest and make him *think*.

In addition to the two teachers' manuals "which discuss the broader aspects of a modern school health (and safety) program, its objectives, the teacher's part in the program, its relationship to the community, and other phases," a comprehensive chart of the series is available.

"This chart gives a broad picture of the nature and scope of material, listing the unit topics of each book under their main classification."

TODAY'S HEALTH AND GROWTH SERIES. Revised. W. W. Charters, Dean F. Smiley and Ruth M. Strang. Illustrated. New York, N. Y.: The Macmillan company. 1947-1949.

HEALTH AND FUN. (Grade I). 92 pp. Publisher's list price, 64 cents.

HEALTH THROUGH THE YEAR. (Grade II). 180 pp. Publisher's list price, $1.40.

HEALTH SECRETS. (Grade III). 243 pp. Publisher's list price, $1.48.

HEALTHFUL WAYS. (Grade IV). 246 pp. Publisher's list price $1.48.

LET'S BE HEALTHY. (Grade V). 275 pp. Publisher's list price $1.60.

HABITS, HEALTHFUL AND SAFE. (Grade VI). 277 pp. Publisher's list price $1.60.

GROWING UP HEALTHILY. (Grade VII). 302 pp. Publisher's list price $1.68.

A SOUND BODY. (Grade VIII). 341 pp. Publisher's list price $1.72.

This series, one of the finest and most effective in its field, was first published as The Health and Growth Series or New Health and Growth Series. Now the set is thoroughly revised to meet present conditions. And, as a result of the authors' extensive new researches and study of all recent progress in health education, the new series is radically changed to present an improved curriculum.

One immediately apparent change is the format of the first grade book from a regularly bound volume to a text workbook. Since the material is presented through picture activities, it is possible to begin health teach-

ing early—even though first graders' reading vocabulary is limited.

The liberal safety content in every volume represents an increasing trend for the inclusion of safety education in series on health and good living.

On this point the authors state: "Accidents are by far the greatest cause of death during school years. Believing that the present interest in safety education should be utilized and that the subject should be taught in the elementary school grades at appropriate points rather than added independent courses, the authors have included a generous number of units on methods of assuring safety through the prevention of accidents."

With safety presented as a point of view, the child is taught various phases of safety —home, traffic, camp, fire, swimming, school, etc. In every case, explicit personal conduct rules are given, and the principles of safety are taught as a duty to the community.

By means of the tables of contents, indexes, and seven charts covering the main topics in the series, the exact location and development of safety (or any other topic) is easily followed. And beginning with the third volume, strange or difficult words are starred and explained in a glossary.

SAFETY IN 6 EASY LESSONS. Ned H. Dearborn. 15 pp. Chicago, Ill.: National Safety Council. 1950. Free in limited quantities.

Ned Dearborn, president of the National Safety Council, elaborates on six safety lessons. Dr. Dearborn admonishes: Be Careful —The Life You Save May Be Your Own; Be Practical—Help the Other Fellow Act Safely, Too; Be Positive—Negative Safety Is Second-Rate Safety; Be Sensible—Use Common Sense to Save Dollars and Cents; Be Co-operative—Don't Double-Cross the Green Cross; Be a Good American—Safety May Not Always Be a Legal Requirement, But It Is Always a Moral Obligation.

These lessons are applicable in *any* year—1903, 1927, 1949, or 1989.

INTRAMURAL AND RECREATIONAL SPORTS FOR MEN AND WOMEN. Norma M. Leavitt and Hartley Price. 323 pp. New York, N. Y.: A. S. Barnes and Company. 1949. $3.00.

The authors have presented a very sound series of reasons justifying intramural programs in our schools and colleges. The space devoted to co-recreational activities is most helpful and timely.

In the preface, the authors mention the value of acquiring skills through practice but I failed to find reference to techniques upholding instructional practice.—**Homer Allen,** assistant professor, division of physical education for men, Purdue university, Lafayette, Ind.

RULES OF THE ROAD IN PENNSYLVANIA. Sgt. Peter E. Carlson and George C. Lowe. 32 pp. Philadelphia, Pa.: The Atlantic Refining company, Bureau of Traffic Safety Education. 1949.

Rules of the Road in Pennsylvania is the Atlantic Refining company's latest contribution to safety education.

The booklet is intended for classroom use by high school students studying traffic safety.

The opening pages of the book give a clear explanation of various physical laws applicable to motor vehicles, operating *privileges,* definitions of terms used and common customs constituting a part of good driving.

FIRE SAFETY — *for Teachers of Primary Grades.* Fire Safety Series, No. 1. National Commission on Safety Education. 24 pp. Illustrated. Washington, D. C.: National Education Association. 1950. 50 cents. Quantity prices upon request.

This bulletin to help teach fire safety is the first of a series of four, designed for grades 1-12. It contains "practical suggestions for including fire safety as an integral part of the primary curriculum."

The make-up, design and illustrations form a very effective unit for teaching school, home and community fire safety.

TEEN-AGE DRIVERS. 20 pp. Illustrated. Chicago, Ill.: Lumbermens Mutual Casualty company. 1949. First 50 copies free, additional copies 5 cents each.

Beginning with a Funk and Wagnalls definition of teenicide (reported to appear in the next supplement of the dictionary), TEEN-AGE DRIVERS is a consideration of what can be done about teenicide.

The definitions: "Teenicide: (noun) 1. "Death caused by automobile driver under 20 years of age, usually the result of recklessness or immature judgment; 2. term used to denote the fact that persons under 20 years of age are involved in a disproportionately high number of fatalities in the United States," are expanded by usage to include actions by drivers from 15 to 24 years old.

• VISUAL AIDS

THE BABY SITTER. 16 mm. Sound motion picture. New York, N. Y.: Young America Films, Inc. 15 minutes.

Responsibilities and precautions which are part of a baby sitter's evening's work are shown in this film which takes us into a home where a baby sitter is employed. The film shows how to handle the child safely, how to prepare the child's meals, how to entertain the child, how to put him to bed, and other tasks involved in baby sitting.

Safety has an important role in the routine tasks, and the film shows how to prevent accidents.

MAGAZINES— various publications recently received containing articles of current interest on safety.

CIGARETTE SMOKING IN BED. *Firemen's Fund Record*. Feb. 1950. p. 12 ff.

CLUB WOMEN AND SCHOOLS PLAN FOR SAFETY. Frank Thomas. *Kansas Teacher*. Feb. 1950. p. 26 f.

DANGEROUS DRIVING DAYS. Graham Patterson. *Pathfinder*. Feb. 8, 1950. p. 4.

DETROIT'S TRAFFIC SAFETY PROGRAM BRINGS RESULTS. *Automobile Facts*. Feb. 1950. p. 8.

HOW 4 TEEN-AGERS MET DEATH. George Mills. *Look*. Feb. 14, 1950. p. 52 ff. (Reprinted from the *Des Moines Register*.)

IS DRIVER EDUCATION TOO EXPENSIVE? Sam Hott. *Ohio Schools*. Jan. 1950. p. 29 f.

IT'S YOUR TOP—WHY BLOW IT? Terril Deane. *Ford Times*. Feb. 1950. p. 52 ff.

ON DRIVING AN AUTOMOBILE. L. M. Merrul. *The Liguorian*. Feb. 1950. p. 108.

SAFE OPERATION FIRST OBJECTIVE IN CAR DESIGN. *Automobile Facts*. Feb. 1950. p. 1 f.

SAFETY. Dwight Flohr. *Ohio Parent Teacher*. Feb. 1950. p. 26 f.

SAFETY—CITY?-COUNTRY? *The Boardman*. Dec. 1949. p. 14.

SHOULD THERE BE A LAW? Miriam E. Oatman. *New Mexico School Review*. Feb. 1950. p. 9 f.; and *Kentucky School Journal*. Feb. 1950. p. 32 f.

TARGET, GYMNASIUM. Jennie Spadafora. *Journal of School Health*. Feb. 1950. p. 52 f. (Reprinted from SAFETY EDUCATION. Jan. 1950.)

NEW FOR OLD

Chicago, Ill.—In accordance with the terminology adopted by the National Conference on High School Driver Education, the School and College Division of the National Safety Council has changed the name of its Driver Education and Training Section to Driver Education Section.

CUTRIGHT TO MACALESTER

St. Paul, Minn.—Prudence Cutright, former assistant superintendent of Minneapolis Public schools, is now associate professor of education, Macalester college (St. Paul).

Miss Cutright is an active and leading figure in elementary school safety education. She is a member of the 1949-50 School and College conference and has been a frequent speaker at the annual National Safety Congress and Exposition.

Since Macalester college has recently entered the field of elementary safety education, the addition of Miss Cutright to its staff should be a happy move both for the college and for safety.

SEMINAR

New York, N. Y.—The Center for Safety Education, New York university is conducting seminars in college teaching, administration and supervision of driver education and general safety education. These spring and summer seminars will be held at, and in co-operation with, the following schools of education:

Northwestern university—Mar. 13-17.
University of Oklahoma—Mar. 20-24.
University of California at Berkeley, April 3-7.
New York university—June 5-9.
University of Georgia—June 19-23.
Colorado State College of Education — July 10-14.

The purpose of these seminars is to develop needed leadership in all safety education.

There are no tuition fees. Scholarship grants will be made available in each region

A PICTURE OF AUTHORITY!

Picture the members of your safety patrol in this smart looking patrol belt. They add dignity and authority. They are available in white or yellow plastic and in white web. The metal hardware is of rustproof nickel. The whole belt is easily cleaned and is adjustable.

These snappy eight point style gabardine caps are available in Navy Blue. Other colors can be had on special order.

Lend official importance with metal patrol badges. Officer's badges are gold color, Member's in nickel finish. All are complete with pin clasp.

All rubber raincoats in white, yellow or black. Absolutely waterproof, they are suitable for year 'round use. School, city or sponsor's name on back.

We carry a complete line of safety patrol accessories. Write for our folder, it contains the following needs: overseas caps, felt emblems, patrol buttons, caution flags, rainwear, armbands, rubber footwear and the "Corporal Digby" Safety Sentinel.

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

to qualifying members of the faculties of teacher-training institutions and to state and city supervisors of safety education. However, registration, without request for a scholarship, may be obtained by qualified persons.

Further information may be obtained from New York university, Center for Safety Education, 8 Fifth Avenue, New York, N. Y.

NATIONAL BOYS AND GIRLS WEEK

Chicago, Ill.—The 30th annual observance of Boys and Girls week will be held this year from April 29 to May 6. This year's theme is "Youth's Responsibilities."

Daily programs, designed to focus the attention of the public on the interests, activities and problems of youths, include virtually all of the factors important in their growth.

Health and safety day will be on May 1.

For detailed program, write Boys and Girls Week, 35 E. Wacker Drive, Room 950, Chicago 1, Ill.

GREEN BAY REDUCES

Green Bay, Wis.—In a letter to the principals and teachers of Green Bay Public schools, George P. Silverwood, director of safety education, pointed out that child accidents in their school system had decreased steadily in the 10-year period from 1938-39 to 1948-49.

The reduction was 39 per cent below the total of a decade ago. Silverwood attributed the decline to the fact that "Green Bay teachers are doing an increasingly effective job of teaching habits and attitudes of safety."

TEEN-AGERS ASSIST GOVERNOR

Mesa, Ariz.—At the Arizona Governor's Highway Safety conference, high school students participated in the meeting. This is said to be the *first* time a teen-age group has been included in an adult meeting on highway safety. The 14 teen-agers who attended the conference held their sessions without adult guidance. Their report and recommendations were accepted unanimously by the adult conference members.

Paul F. Hill, field representative and safety consultant for the National Safety Council said: "The youngsters' awareness of the problems is amazing, and they give adults a new approach to juvenile thinking on driving. I plan to recommend the incorporation of such a group at all highway safety meetings."

The teen-age group recommended, first of all, that "the leaders of Arizona become a shining example of obeying the traffic laws of the state. We cannot expect others to obey the laws unless we do so ourselves."

Reckless driving games were thoroughly condemned. And the teen-agers asked that anyone caught playing such games be penalized to the full extent of the law.

The student group also asked for compulsory driver training courses in high schools, and after school courses for adults; more exacting tests for driver's licenses, and the inclusion of a physical examination; and the renewal of licenses every three or five years.

Another recommendation read: "When a boy or girl under the age of 16 is found driving, the *owner* of such vehicle should be punished." And, as to teen-age punishment, the group decided the penalty should be as severe as that given to adults.

POSTER CONTEST

Washington, D. C.—The American Automobile Association again offers instruction in traffic safety as a project in art—its National School Poster contest. In addition to the grand prize of $350, intended as a one-year scholarship to art school, many other prizes are available.

Teachers may obtain complete information on specifications covering entries in the contest (which ends April 15) by contacting their local AAA club or by writing the American Automobile Association, Traffic Engineering and Safety department, 17th & Pennsylvania ave., N. W., Washington, D. C.

COMING EVENTS

April 18-22, Dallas, Tex. American Association for Health, Physical Education and Recreation (Adolphus and Baker hotels). A. A. Buschmann, convention manager, Board of Education, Dallas, Tex.

April 18-20, St. Louis, Mo. Central States Safety Conference (Hotel Jefferson). Reyburn Hoffman, secretary-manager, The Safety

All-American Uniform Hanger
For All Athletic Uniforms

American Approved Combination Unit

You'll like

DOING BUSINESS WITH AMERICAN

Because safety and long service are prime factors in your choice of Playground and Swimming Pool Equipment, you naturally want the finest that money can buy. Since 1911, the best Approved Equipment has been built by American in Anderson, employing superior materials and craftsmanship. You'll like American's low, nationally advertised prices also, which today average but 17% above prewar, just as you will appreciate our friendly, equitable adjustments and American's *Lifetime Guarantee* against defective construction.

Uncompromising high quality, together with a determination to *deserve* your continued goodwill, form our basic policy and make AMERICAN the kind of company with which you'll *like* to do business.

American Approved Safety Rubber Swing Seat
American Official Regulation One-Meter Unit

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA
World's Largest Manufacturers of Fine Playground & Swimming Pool Equipment

Write Today FOR CATALOGS AND SPECIAL LITERATURE FEATURING AMERICAN APPROVED

PLAYGROUND EQUIPMENT . . . SWIMMING POOL EQUIPMENT . . . ALL-AMERICAN PICNIC GRILLS
ALL-AMERICAN UNIFORM HANGERS . . . AMERICAN HEAVY DUTY CHECKING AND GYMNASIUM BASKETS
STEEL BASKET RACKS . . . AMERICAN REPAIR EQUIPMENT . . . AMERICAN HOME PLAY EQUIPMENT

Internationally Specified . . . . . Internationally Approved

SCHOOL TRAFFIC LIGHT INSTRUCTOR

Traffic Light Instructor considered by leading school safety directors and teachers as the most effective way to instruct children on actual operation and function of street traffic signals.

Being used with high degree of success in kindergarten and elementary schools.

All steel construction — a four foot high replica of a regular traffic light.

Red, amber and green electric lights operate in accordance with standards for uniform traffic control devices.

Packed all assembled and ready to use.

Write for full information

SCHOOL SAFETY LIGHT CORPORATION

1114 SCHOFIELD BUILDING
CLEVELAND 15, OHIO

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY

Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled —Adjustable—Easily Cleaned.
Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO

Council of Greater St. Louis, 511 Locust st., St. Louis, Mo.

April 21-22, Jackson's Mill, W. Va. West Virginia Branch of American Vocational Association. Dwight Fowler, secretary-treasurer, Bridgeport, W. Va.

April 24-25, Toronto, Ont. Annual Convention International Accident Prevention Association (Royal York hotel). R. B. Morley, general manager, Industrial Accident Prevention Associations, Inc., 600 Bay st., Toronto 2, Canada.

April 25-27, Washington, D. C. National Highway Users Conference—Third Highway Transportation Congress (Mayflower hotel).

May 2-4, Chicago, Ill. Twenty-seventh Annual Mid-west Safety Show (Hotel Sherman). Joseph Stech, manager, Greater Chicago Safety Council, 10 North Clark st., Chicago 2, Ill.

May 2-4, Pittsburgh, Pa. Twenty-fifth Annual Western Pennsylvania Safety Engineering Conference (William Penn hotel). Harry H. Brainerd, executive manager, Western Pennsylvania Safety Council, Chamber of Commerce Building, Pittsburgh 19, Pa.

May 3-5, Charlotte, N. C. Twentieth North Carolina State-Wide Industrial Safety Conference (Hotel Charlotte). H. S. Baucom, safety director, North Carolina Industrial Commission, Raleigh, N. C.

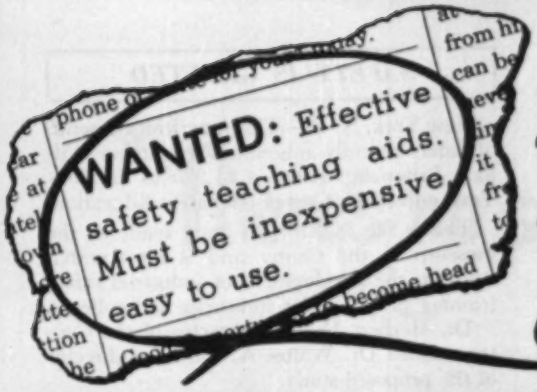
May 4-5, Baltimore, Md. Maryland Safety and Health Conference and Exhibit (Lord Baltimore Hotel). Joseph A. Haller, director of safety, State Industrial Commission, Equitable Building, Baltimore 2, Md.

May 15-18, Detroit, Mich. Michigan Safety Conference. Contact S. M. Foeller, executive secretary, c/o Michigan Consolidated Gas Company, 415 Clifford, Detroit 26, Mich.

May 18-19, Duluth, Minn. Lake Superior Mines Safety Council, 26th Annual Conference (Hotel Duluth). John A. Johnson, supervising engineer, U. S. Bureau of Mines, 18 Federal Building, Duluth 2, Minn.

May 22-24, Long Beach, Calif. National Congress of Parents and Teachers (Hotel Wilton).

May 25-26, Chicago, Ill. Meeting of the Committee on Conference Reports and the Co-ordinating Committee of the President's Highway Safety Conference (Hotel LaSalle). Contact President's Highway Safety Conference, Washington, D. C.



Here's the National Safety Council's Answer

SCHOOL ADMINISTRATIVE SERVICE

The above "want-ad" is a composite statement of the needs of thousands of teachers who have written the Council for assistance.

Working from these general requirements, the Council's School and College Division designed the new School Administrative Service to give teachers and schools the type of material they want at a price well within their budgets.

EFFECTIVE—These 11 key periodicals are prepared with the help of outstanding educators; the safety education methods and techniques suggested are the end-products of their years of experience in teaching result-producing safety courses.

- ★ Safety Education magazine
- ★ Safety Beacon newsletter
- ★ Safety Scope newsletter
- ★ Safety Sentinel newsletter
- ★ Student Safety Organization newsletter
- ★ School Shop Safety newsletter
- ★ Accident Facts
- ★ Congress Transactions, School
- ★ National Directory of Safety Films
- ★ Safety Education Memos 2 & 2A

INEXPENSIVE—Costs only $5.00 for one year. You save 24% by buying these materials as a unit. And, even more important, you are accorded full Council membership privileges: advice on conducting your school program, limitless use of the Council's library, participation in annual School and College activities. Your name is added to our list to receive samples of new school safety materials.

EASY TO USE—Materials contain detailed teaching suggestions, safety lesson unit outlines, bibliographies, safety problems and solutions, accident statistics—everything you need; yet you are saved many hours of research and preparation.

WRITE NOW for a complete description of this flexible new Service and your copy of the complete catalog of school materials and services.

NATIONAL SAFETY COUNCIL

20 N. WACKER DRIVE • CHICAGO, ILLINOIS

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Playground Equipment:** A catalog folder on playground equipment. Swings, slides, see-saws, horizontal ladder units, basket-ball back stops, swimming pool and locker room equipment and bicycle racks are among the items illustrated. American Playground Device Co.

2. **Safety Patrol Accessories:** Complete equipment for outfitting school safety patrols is shown in a catalog that includes arm bands, Sam Browne belts, badges, buttons, caution flags, rainwear, caps and the Corporal Digby Safety Sentinel. Graubard's, Inc.

3. **Exit Devices:** Catalog of self-releasing fire and panic exit devices that gives safe, sure exits with smooth operation. The precision forgings add beauty, character and distinction to doors. Vonnegut Hardware Co.

4. **School Bus Safety Chassis:** A test department report on a school bus safety chassis that provides safety and economy in roll-action safety steering gear, extra strong drive shaft guards, 15-inch rear brakes, double-channel frame, independent hand brake and safety-wrap front springs. Ford Motor Co.

5. **Popcorn Machine:** A 64-page book that tells how to start and operate a school popcorn program. The machines return profits to schools enabling them to purchase band instruments, athletic equipment and other needed equipment. Manley, Inc.

6. **Safety Teaching Aids:** Information on books for a health and personal development program to impart essential safety information, and to stimulate children's desire to assume responsibility for their own and other's safety. Books cover 1st through 7th grades. Scott, Foresman & Co.

7. **School Traffic Light Instructor:** Information on a four foot, all steel working replica of a regular traffic light. It is an effective way to instruct children on the actual operation and function of street traffic signals. School Safety Light Corp.

SAFETY EDUCATION APRIL, 1950

20 N. Wacker Drive, Chicago 6, Ill.

Please have sent to me the publications checked.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Name.....

Title.....

School.....

Address.....

City.....

SAFETY IS GRANTED

New York, N. Y.—The American Museum of Safety recently announced the Arthur William Fellowship grant of $1,500 to the New York university, Center for Safety Education.

This is the fourth such grant made by the museum to the Center and is for research study in the development of industrial safety training programs for industries and colleges.

Dr. Herbert J. Stack, director of the Center, named Dr. Walter A. Cutter as director of the proposed study.

HAZARDOUS MACHINES

Washington, D. C.—Secretary of Labor Maurice J. Tobin has proposed that minors under 18 be prohibited from operating certain power-driven metal working machines. These include: rolls for bending or reducing the thickness of metal; all punching and pressing machines, such as punch presses, brakes for bending sheet metal, power and drop hammers; and all power shears used for cutting metal.

Secretary Tobin also proposed that minors under 18 not be permitted to use manlifts —usually found in grain elevators, public parking garages, flour mills, etc. Manlifts are endless belts equipped with platforms operating vertically through holes in the floors of a building.

ACCOUNT OF STEWARDSHIP

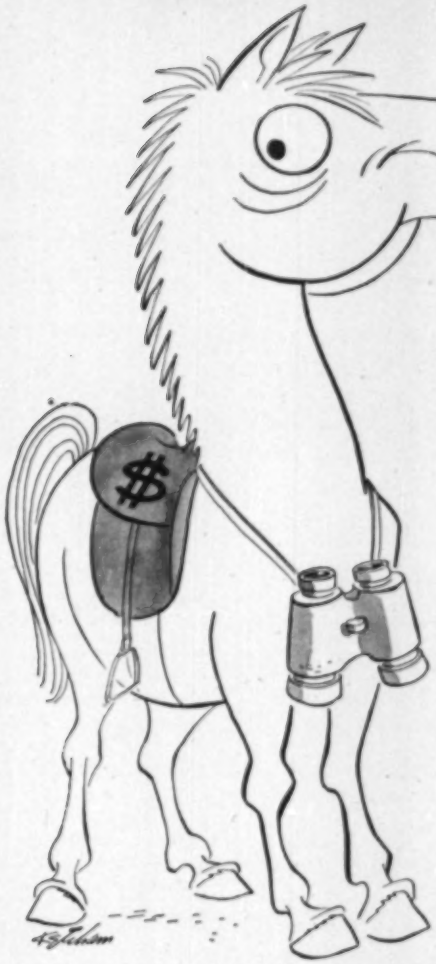
New York, N. Y.—The director and staff of New York university's Center for Safety Education have published a brochure giving an account of the program, services and opportunities of the Center.

As well as describing the many sides of the Center's total program, the brochure gives credit where credit is due—to the Association of Casualty and Surety Companies. An annual grant from the Association's Accident Prevention Department makes possible the work of the Center for Safety Education.

SAFETY MOVE

Oklahoma City, Okla. — The Oklahoma Safety Council has moved to 1600 W. 23rd st. The council required more room because of increased volume of requests for safety materials.

"There's no such animal," he cried!



MY FRIEND and I were picking the ponies one day when I started telling him about *a sure thing* I heard about.

"You say it pays four bucks for every three?" he asked.

"Yep," I replied.

"And can't lose? It *automatically* wins? Must be illegal!"

"Not a bit," I replied. "In fact, the government very much approves . . ."

"Our government approves of a horse who can't lose . . ."

"Who said anything about a horse?" I asked.

"So what else could it be but a horse . . .?"

"It not only could be—but is—U. S. Savings Bonds," was my prompt reply. "The surest thing running on any track today.

"For every three dollars you invest in U. S. Savings Bonds you get four dollars back after only ten years. And if you're a member of the Payroll Savings Plan—which means you buy bonds *automatically* from your paycheck—that can amount to an awful lot of money when you're not looking. Hey, what are you doing?"

"Tearing up my racing form! The horse I'm betting on from now on is U. S. Savings Bonds."

Automatic saving is sure saving—U.S. Savings Bonds

Contributed by this magazine in co-operation with the Magazine Publishers of America as a public service.

use MERCUROCHROME*

for first aid

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

* Reg. U. S. Pat. Off.

HYNSON, WESTCOTT & DUNNING, INC.

BALTIMORE, MARYLAND